



**EMMAUS**  
CHRISTIAN SCHOOL CANBERRA

Teaching & Learning TL 5-0  
Learning Support

Created  
February 2017

# Vision/Purpose

Emmaus exists to partner with parents, in providing a Christ-centred, Biblically-grounded and academically-rigorous education, which enables students to grow in wisdom and character, to the glory of God.

## Values

### 1. Caring for Others

At Emmaus, we value, care for and respect each other because we are all made in the image of God. We partner with parents to care for and develop the whole person- body, soul and spirit. We foster a sense of belonging, celebrate one another's achievements and choose to be grateful for our school and each other. We are a community that learns in a fun, creative, encouraging and generous environment.

### 2. Striving for Mastery

At Emmaus, we encourage students to strive for excellence in all aspects of life: in study, work, and in relationships with God and with people. We believe God equips every person with gifts and abilities. We seek to instill in our students a strong desire to apply their utmost to what they do, an attribute that will long outlive their school years. Students are encouraged to master and apply academic and life skills in order to make the most of their opportunities in later life. Our goal is to equip students with the necessary skills and understanding to make wise and Godly choices, and to live resilient, fulfilled, and productive lives.

### 3. Equipping for Service

At Emmaus, our motivation for service is the love that Christ has shown us: his life of servant leadership is the example we seek to follow. Staff at Emmaus model integrity, accountability and the value of excellence in our work. We strive to equip students with both the desire and the skills to make a difference in the lives of others. We aim to grow students who are rich in Godly wisdom and noble character, and find their security in the love of Christ.

# Teaching & Learning Policy TL 5-0

## Learning Support

Prepared by	Rachel McClure
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### Version History

Version	Date	Notes
1.0	Feb 2017	New CEN Hub Policy
1.1	Feb 2017	Re-write of 2012 policy

# Table of Contents

1	INTRODUCTION.....	1
2	CHRISTIAN RATIONALE.....	1
3	PURPOSE OF THIS DOCUMENT .....	1
4	TABLE OF RESPONSIBILITIES .....	2
5	DEFINITIONS .....	3
6	POLICY.....	4
7	PROCEDURES.....	5
7.1	Enrolment.....	5
7.2	Assessment of Learning Support Needs.....	5
7.3	Tier System for Learning Support .....	6
7.4	Learning Support Programs.....	6
7.5	Referral of Students for Assessment .....	7
7.6	Disability Provisions.....	8
7.7	Reporting.....	8
7.8	Records.....	8

## Relevant Legislation

Education Act 1990 (NSW)  
Education and Teaching Legislation Amendment Act 2016 (NSW)  
Australian Education Act 2013  
Australian Education Amendment Bill 2014  
Disability Discrimination Act (Cth)1992  
Disability Discrimination and other Human Rights Legislation Amendment Act (Cth) 2009  
NSW Anti-Discrimination Act (1975)  
NSW Anti-Discrimination Amendment (Miscellaneous Provisions) Act (2004)

## Other References:

Disability Standards for Education, 2005  
Nationally Consistent Collection of Data – [www.education.gov.au/nationally-consistent-collection-data-school-students-disability](http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability)

## 1 INTRODUCTION

The term Learning Support refers to additional educational provisions that are made available in support of a student's learning when they struggle to reach minimum requirements.

The school aims to maximize the learning opportunities for all students in its care. Learning Support assists every child to have the opportunities they need to develop to their full potential. This requires the accurate identification of a student's needs through careful testing.

Learning Support covers a range of factors impacting on a student's learning, including: cognitive, physical (including health conditions), sensory and social/ emotional.

## 2 CHRISTIAN RATIONALE

Emmaus Christian School Canberra partners with parents in their children's education. The school respects the decisions that parents make regarding their child's special needs, including the decision for their child to not participate in a Learning Support program.

The school seeks to cater for all the students entrusted to the school, recognizing that all students have different educational needs because God has made each one unique. Each child is loved and valued for who they are, not what they can do. Learning Support is a valuable resource that enables teachers to effectively cater for the students in their classes and enables students to reach their educational potential.

The Learning Assistance program at Emmaus Christian School Canberra seeks to equip students to use their abilities for the benefit of others, and the glory of God, by helping them to build their basic academic and social skills.

## 3 PURPOSE OF THIS DOCUMENT

This policy describes the school's processes and programs for assisting students to maximize their learning potential.

## 4 TABLE OF RESPONSIBILITIES

<b><i>Responsibilities</i></b>	<b><i>Evidence of Compliance</i></b>
<b>Director of Studies</b>	
Oversee Learning Support strategies and programs	School policies; teaching programs
<b>Enrolment Officer</b>	
Facilitation of information provided to the school by parents; communication of new enrolments to relevant staff, including Learning Support	Enrolment forms
<b>Learning Support Coordinator</b>	
Consultation re: adjustments for students	Teaching programs; student Individual Plans (IPs)
Support for teachers & students	Teaching & Learning policies; Welfare Policy
Diagnostic testing/ recommendations for development of programs	Student files/ School database
Consultation with teachers/ parents & students in class-based Learning Support programs	School database notes; teaching programs
Preparation of Individual Programs for students	Student ILPs/ PLPs
Provide information for Census/ NCCD entry	Data tables in Special Ed files
<b>Learning Support Assistants</b>	
Run Learning Support programs	e.g. MultiLit; student progress records
Assistance in classes as directed by teachers	Teaching programs
<b>Teachers</b>	
Recommendations for Learning Support to Coordinators	School database
Consultation with parents/ Learning Support teachers	ILP's/PLPs
Differentiation in programs for students requiring Learning Support	Teaching programs
<b>Students</b>	
Cooperation with Learning Support programs; and feedback to teachers & parents	Student files; reports
<b>Parents</b>	
Provision of all information relevant to their child's learning needs	Student files
Consideration of school recommendations for further testing/ intervention etc	Student files
Communication & feedback to school re: Learning Support program	ILP/PLP adjustments; Student files
<b>Business Manager</b>	
Entry of disability statistics for Census/ NCCD	Summary printout of entry

## 5 DEFINITIONS

**Unlawful discrimination** - discriminatory action taken for a 'prohibited reason' in a relevant area of activity. This includes education, and 'educational authorities', defined as bodies or persons administering 'educational institutions'.

***Disability Standards for Education 2005*** ([www.deewr.gov.au](http://www.deewr.gov.au))

A disabled child has the right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments.

The School has requirements to:

- Take reasonable steps to ensure that the enrolment process is accessible.
- Consider students with disability in the same way as students without disability when deciding to offer a place.
- Consult thoroughly with the parents/ guardians and prospective student about the effect of the disability on their ability to seek enrolment; and any reasonable adjustments necessary
- Accurately assess and realistically cost alterations which may be needed to accept the enrolment
- Obtain independent expert assessment
- Never assume the 'Unjustifiable Hardship' exemption provision will apply to your School
- Eliminate harassment and victimisation

Significant terms in the Disability Standards:

- On the same basis - a student with disability must have opportunities and choices which are comparable with those offered to students without disability. This applies to: enrolment; participation in courses or programs; use of facilities and services.
- Consultation – with student and parent/ guardian about effect of disability in relation to courses and teaching, and any reasonable adjustments necessary to help the student access and participate in education and training.
- Reasonable adjustment - education providers have an obligation to make reasonable adjustments to accommodate the needs of a student with disability; and to consider the interests of all parties affected, including the student with disability, the education provider, staff and other students.
- Unjustified hardship - the Standards do not require changes to be made if this would impose unjustifiable hardship on the education provider. All relevant circumstances are to be taken into account when assessing unjustifiable hardship including: benefit or detriment to any persons concerned; disability of the person; financial circumstances of the education provider.

**6 POLICY**

The school is committed to assisting every student to achieve to the best of their ability.

- (a) The school shall ensure that a student requiring Learning Support is able to apply for enrolment without discrimination.
- (b) The parent/ guardian is responsible to provide information to the school about the particular Learning Support needs of the student upon enrolment.
- (c) Reasonable adjustments, and appropriate Learning Support measures, will be determined on a case-by-case basis, in consultation between the school, parent/s and child, if age-appropriate.
- (d) The school will not act against the wishes of parents with respect to Learning Support; including non-participation in the program.
- (e) Decisions regarding a current student's eligibility for Learning Support will be based on data; and made in consultation with Learning Support teachers, class/ subject teachers, and the parents and student (where age-appropriate).
- (f) Learning Support students may be eligible for assistance during assessments, according to professional diagnosis.
- (g) The school will arrange ongoing support for students expecting or undergoing a considerable period of absence or disengagement. (Welfare Policy)
- (h) The school will arrange ongoing consultation with student and parents to ensure adjustments are adequate to meet the needs of the student.
- (i) The school will comply with reporting requirements to government or education authorities as directed. E.g. Nationally Consistent Collection of Data – School Students with Disability

## **7 PROCEDURES**

### **7.1 Enrolment**

Parents are required to provide, upon enrolment, all necessary information required by the school for student well-being and education, and as required by legislation.  
(Enrolment Policy)

- (a) Parents/ guardians are required to provide information regarding:
  - Any special needs of their child
  - Full disclosure of details of any incidents or disciplinary action taken at the student's previous school
- (b) Parents should be aware that in order to qualify for any funding under disability provisions, documentation provided must be of the type and standard required by the Student Centred Assessment of Needs (SCAN) process.
- (c) At the enrolment interview parents and the child meet with the Principal and Head of School, as well as the Learning Support Coordinator, if required.
- (d) The school will determine in consultation with the parents, and student if age-appropriate, what reasonable adjustments may be made; or what further information or testing may be required.
- (e) Upon enrolment, the Head of School will notify appropriate staff of any special health/ disability issues, in consultation with the Learning Support Coordinator. Class teachers will plan for special training/ resources/ modifications which need to be made.

### **7.2 Assessment of Learning Support Needs**

- (a) Student testing is performed through:
  - Classroom assessment/ exams
  - Standardised testing
  - Further diagnostic investigations for individual students, as indicated by the teacher's professional judgement
- (b) At the Principal's discretion, the school may require students to have reasonable further assessments carried out to determine the nature and extent of their special needs.  
  
The cost of further testing is the responsibility of parents.
- (c) The analysis of student achievement data includes:
  - Progressive achievement over time
  - Results of external testing
  - Diagnostic and summative assessmentsto evaluate practice, and inform further teaching and learning strategies.

### 7.3 Tier System for Learning Support

Students are identified as working at different levels, classified as:

Tier 1 – works at a standard expected for the age group: requires no additional Learning Support

Tier 2 – adjustments are made within the class program: the Learning Support Coordinator may be consulted. A personalised learning plan (PLP) may be written. PLPs are used to formalise with parents and teachers whole school adjustments for students who do not meet the criteria set by the SCAN system or the Nationally Consistent Collection of Data (NCCD)/ Disabilities Standards for Education 2005. This may include trauma affected students, Irlen syndrome, students with English as a Second Language or Dialect (EALD) and Gifted and Talented students (G&T).

Tier 3 – requires significant adjustments i.e. Individual Learning Program (ILP) overseen by Learning Support staff for that section of the school, or PLP in the case of non-SCAN funded learning difficulties.

### 7.4 Learning Support Programs

The school seeks to provide Learning Support as early as possible, to maximize a student's opportunities for learning of essential knowledge and skills, particularly in literacy and numeracy; and including ICT strategies to support learning across all areas of study.

(a) Focus tasks of Learning Support staff

The strategies and programs used will depend upon the age of the student, their requirement for intervention according to the Tier level, and previous Learning Support already undertaken.

Aims:

- Enable students to access and engage in appropriate year level work in the classroom
- Support classroom teachers regarding teaching strategies, adjustments and accommodations of regular teaching programs for special needs of students (differentiation)
- Build individual student's reading skills, improving accuracy and fluency in both silent and oral reading
- Build individual student's comprehension strategies
- Build individual student's mathematics skills to facilitate the ability to think mathematically, develop strategies to solve problems, and become more fluent in mathematical skills essential for daily functioning
- Build individual student's competency in other areas of needs e.g. social skills, organizational skills

Tasks include:

- Early screening of all children expected in Kindergarten in Term 2 of their preschool year
- Assessment of new children as referred by classroom teachers
- Recommendation / referral to other professionals as appropriate

- Liaison with parents, teachers, and other specialists as required, re: development of Individual Plans, and establishment of home based programs to assist children as appropriate
  - Withdrawal Sessions - intensified personalised teaching - either small group sessions or one to one
  - Monitor Learning Support staff
  - Regular monitoring of students on programs
  - Review of assessments and programs
  - Training teachers to recognise children with learning difficulty
- (b) Individual Learning Programs (ILPs)
- An ILP is developed for a student based on:
    - Diagnostic testing and results data
    - Consultation with relevant staff, parents and the student
    - Recommendations of specialists, if applicable
  - The ILP is a school-wide plan. Teachers use the IP to make specific adjustments to their teaching programs to cater for the learning needs of the student
  - The ILP may include other specialist adjustment plans for the student. E.g. a Health Plan; a Personalised Learning Plan (PLP) ; a Behaviour Support Plan (BSP)
- (c) Support provisions during assessments are provided according to professional diagnosis, and may include:
- Reader/ writer
  - Modified tests
  - Use of assistive technologies
  - Additional time
  - Individual supervision

## 7.5 Referral of Students for Assessment

- (a) Refer to 'Identification of Special Needs' Flow Chart
- (b) From Staff: The classroom teacher will consult their Head of School in regard to a student requiring Learning Support. The Head of School will arrange for the Learning Support Coordinator to assess the student.
- (c) From Parents: Any concerns regarding a child's special needs should be addressed to the class teacher. Staff may then follow the referral procedure if they deem it appropriate.
- (d) At Enrolment: If a parent has a concern about the needs of their child they should express it during the enrolment process. The Interview Panel will arrange a meeting with a Learning Support teacher. If the child is enrolled, the Enrolment Officer will ensure that the Learning Support Coordinator is informed.

## 7.6 Disability Provisions

The *Disability Discrimination Act 1992* (Cth) and the *Disability Standards for Education (2005)* require the Board of Studies to ensure that students with a disability are able to access and respond to an examination.

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations

## 7.7 Reporting

Learning Support teachers compile a summary of information based on student ILPs for reporting to NCCD each year.

## 7.8 Records

Records are maintained for each student, documenting external professional assessments and recommendations; notes of meetings and consultations; and agreed adjustments, as outlined in the student's ILP.

7.9 Identification of Special Needs flow chart



