



**CHURCHLANDS**  
SENIOR HIGH SCHOOL

## LEARNING SUPPORT POLICY

### 1. POLICY STATEMENT

Churchlands Senior High School (CSHS) will use a collaborative and proactive solutions-focused approach when planning for the specific needs of students.

We aim to provide a supportive and flexible whole school environment that understands and reports to the individual physical, social, emotional, and academic needs of all students.

The Commonwealth Disability Standards for Education (2005) articulates:

- Enrolment rights; parental choice
- Access and participation in all education activities without discrimination
- Curriculum development, accreditation and delivery
- The provision of student support services
- Obligations to put in place strategies and programs to prevent harassment and victimisation, or bullying, of students with a disability.

At CSHS the Learning Support Team works closely with parents/caregivers, teachers, students and community service providers so the adjustments to and differentiation of curriculum, teaching style, assessment tasks and reporting protocols can be developed and implemented. Teachers address the learning needs of all students across the school to ensure that students are supported and have access to rigorous, meaningful and dignified learning experiences. The Learning Support Team works in partnership with teachers to maximise the learning outcomes for all students.

CSHS is committed to inclusivity. Underpinning this policy is the belief that the student should have maximum access to the curriculum presented in the classroom. This policy recognises and values the skills of the classroom teachers in supporting students with special educational needs.

Our policy is informed by the State and Federal Legislation and Department of Education (DOE) policies:

Equal Opportunity Act 1984

Disability Discrimination Act 1992

School Education Act 1999

Disability Standards for Education 2005

DOE Behaviour Management Policy 2023

DOE Teaching for Impact 2023

Equitable Access to Assessment Policy and Guidelines – Schools Curriculum and Standards Authority (SCSA)

CSHS Behaviour and Good Standing Policy

The Learning Support Policy is committed to supporting all students at CSHS to reflect our core school values of Personal, Social and Environmental Responsibility.

It is the focus of CSHS to create a safe, orderly, inclusive, supportive and culturally responsive environment that enables students to fulfil their potential to achieve the school values of Personal, Social and Environment Responsibilities. This goal is one shared by all members of CSHS community and the support services available to our students.

Our dedication to teacher development for staff using Churchlands Art of Teaching (ChArT) and Course Management Strategies (CMS) training courses will support the implementation of evidence-based strategies to cater to individual learning needs.

## 2. POLICY SCOPE

This policy applies to all employees of CSHS and DOE Support Services engaged in the education of students enrolled at the school. It aims to ensure consistent and effective support services to meet the needs of students while maintaining accurate and comprehensive documentation for reference and future improvement.

Roles & Responsibilities

Learning Support Distribution of leadership Refer to *Appendix 1 “Learning Support Distribution of Leadership”*

## 3. DEFINITIONS AND REQUIREMENTS

- 3.1 Award Scheme Development and Accreditation Network (ASDAN).
- 3.2 Attendance Improvement Plan: a plan is in place to improve school attendance across Western Australia and it is supported by multiple state government agencies. The plan includes strategies to promote good attendance and prevent non-attendance.
- 3.3 Behaviour Support Plan: plan written by the Head of Year in consultation with the Learning Support Team and key stakeholders which addresses behaviours of concern for an individual student.
- 3.4 Case conference: a meeting with key stakeholders to discuss and implement documented plans to support a student at CSHS.
- 3.5 Diagnosis: the identification of the nature of an illness or other problem by examination of the symptoms.
- 3.6 Differentiated process: teachers adjusting their teaching of the curriculum to support students in meeting the year-level achievement standard.
- 3.7 Disability Resourced: funding CSHS can apply for to support students with identified disabilities.
- 3.8 Time at discretion: extra time to use at a student’s discretion is only appropriate for a student with a complex medical condition that requires constant management, or with multiple conditions that inhibit their ability to complete a task at the expected rate. Students have the discretion to use this time as working time or for a rest break.

- 3.9 Documented Plan: an umbrella term describing a range of plans outlining strategies to support the identified education needs of an individual student and/or a small group of students with similar education needs.

Year 12 WACE exams – School Curriculum and Standards Authority (SCSA)

- 3.10 Escalation Profile: a document that describes the sequence of behaviours demonstrated by a student as they escalate from a calm state to highly escalated and back to recovery stage. It includes strategies to support staff to intervene and redirect a student to de-escalate behaviour. It includes strategies to prevent an escalation.
- 3.11 Extra working time: is appropriate for a student where access to the given assessment is impaired by a formal diagnosis as outlined in the Equitable Access to Assessment Policy by SCSA.
- 3.12 Imputed diagnosis: to impute a disability the school team must have reasonable grounds to make such a judgement. At a minimum the student's parent, guardian or carer must have been consulted about concerns the school has and been involved in identifying reasonable adjustments to address the identified concerns.
- 3.13 Individual Disability Allocation (IDA): provides funding to schools to support the learning needs of individual students with an eligible diagnosed disability who require high levels of adjustments.
- 3.14 Individual Education Plan (IEP): a goal-based plan to direct the learning program of students who have diverse learning needs. At CSHS, the students identified as requiring an IEP are those who receive Individual Disability Allocation funding and those who are working on a modified curriculum program.
- 3.15 Learning Support Plan (LSP): a plan put in place which outlines teaching and learning adjustments, assessment concessions and areas requiring support for individual students in the classroom.
- 3.16 Medical Plan: a plan put in place which outlines medical support as required by a student's diagnosis.
- 3.17 Modified curriculum: is a documented variation to the Western Australian Curriculum that a school negotiates with the student and his or her parents or caregivers and where there is a legitimate reason.
- 3.18 National Consistent Collection of Data (NCCD) – annual collection of information from all Australian schools on the numbers of students with disability and the adjustments they receive.
- 3.19 Parent: in relation to a child, means a person who at law has responsibility for the long-term care, welfare and development of the child; or the day-to-day, welfare and development of the child.
- 3.20 Personalised Emergency Evacuation Plan (PEEP): an individualised plan outlining specific supports and processes for students who require support during an emergency evacuation at CSHS. It includes responsibilities for class teachers, support staff and wardens during an evacuation.

- 3.21 Protective behaviours: refer to the actions, and characteristics that individuals or communities exhibit to mitigate or prevent negative outcomes, particularly in the context of health, wellbeing and safety.
- 3.22 Rest Breaks: are appropriate when a student is physically or psychologically incapable of completing an assessment in the continuous period specified for that assessment.
- 3.23 Risk Management Plan (RMP): is an organisational plan developed by the school which identifies foreseeable circumstances where a student may be at risk of harm and outlines strategies to manage this risk. Following the strategies in a plan supports a coordinated approach to improving safety and promoting recovery. Risk management plans may be referred to by other names to suit a school context e.g. support plan or wellbeing plan, however the purpose of the plan remains the same and is tailored to the individual student and circumstances.
- 3.24 Student Profile: this document is an overview of individual student support requirements, including wellbeing, engagement and achievement.
- 3.25 Students at Educational Risk (SAER): are students who have wellbeing, engagement and/or achievement factors which place them at risk in an education setting.
- 3.26 Teaching and Learning Adjustments: accommodations teachers and support staff make within the classroom to support diverse learners.
- 3.27 Transition Support Plan: a plan that supports the successful and positive transition of students into CSHS who have been identified as requiring individual support.
- 3.28 Triggers: a trigger is a stimulus that elicits a reaction. In the context of education, “trigger” is often used to mean something that brings on an emotional response.

#### 4. SUPPORTING PROCEDURES

##### 4.1 Identification of a disability

###### 4.1.1 By a parent:

At enrolment or by later advising the school of a diagnosis *as soon as it is available*.

Diagnostic documents must be provided to the Enrolment Officer at enrolment or to the Learning Support Program Coordinator (LSPC) later. Student Profile and Documented Plans are written by the LSPC to reflect an individual student's needs.

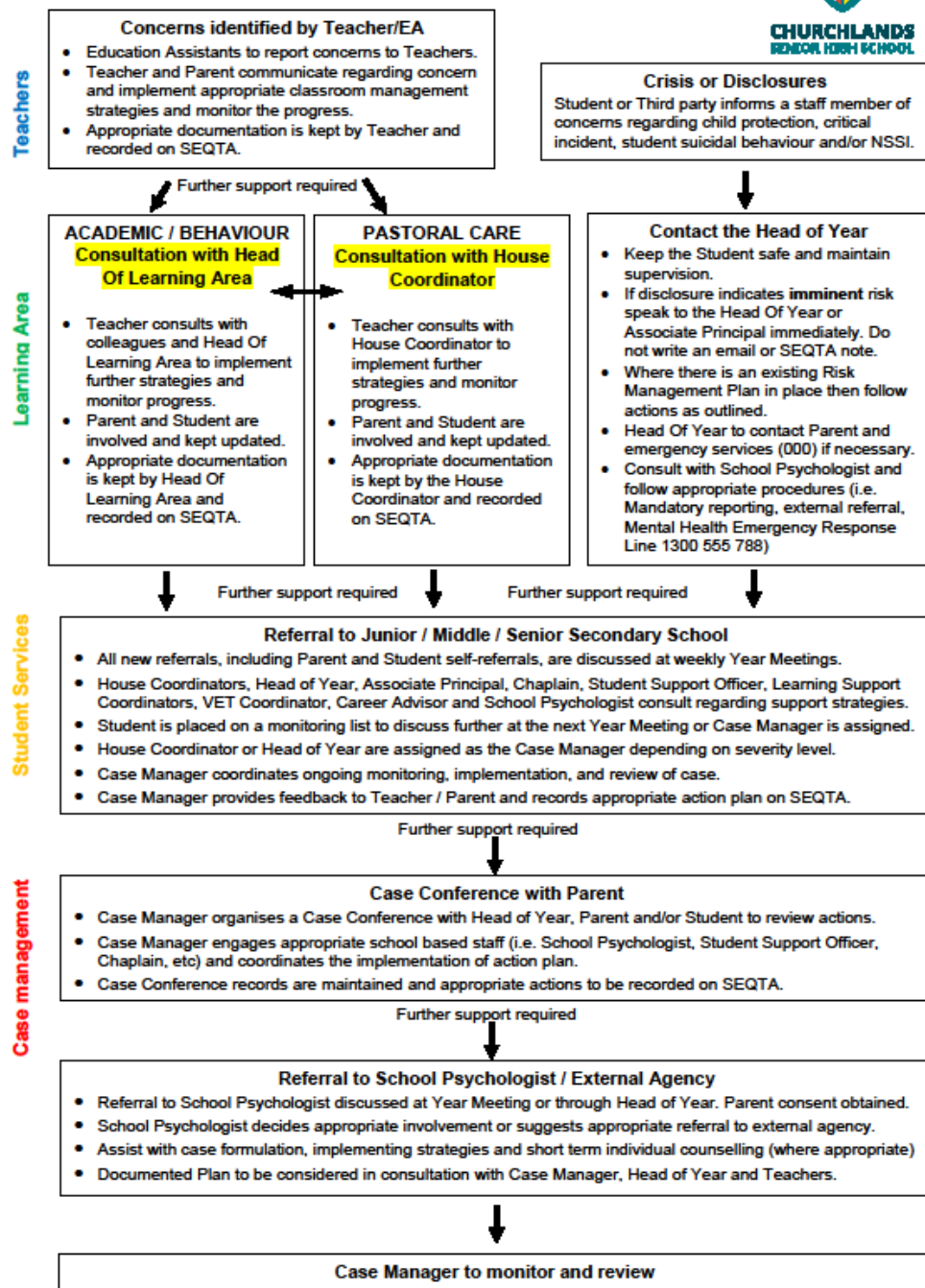
Student enrolls after the start of Term 1, the Associate Principal (AP) will advise the LSC of diagnoses and upcoming enrolment meetings.

Parents exploring diagnoses through a professional may need to request information from the school to assist with comprehensive assessment. Up to one period of relief will be provided to staff to complete the required documents. Form completion will take up to two weeks.

4.1.2 By a teacher:

By following the Students at Educational Risk (SAER) Flowchart.

**Students at Educational Risk (SAER) Flowchart**



Students identified as SAER are case managed by House Coordinators and members of the Learning Support Team who attend SAER meetings. A Case Conference is called with the parent to investigate areas of concern and a plan made to support the student in this meeting. An imputed diagnosis may be assigned and a Student Profile created by the LSC in conjunction with relevant personnel while the student and their family seek a formal diagnosis. Class teachers may be surveyed to identify areas of strength and weakness as part of this process.

#### 4.1.3 From transition information provided by previous school:

Students with no formal diagnosis may present with below grade level achievement in literacy and/or numeracy as well as engagement concerns as identified via the transition process. In these cases, an imputed diagnosis may be inferred by the Learning Support Team in consultation with Student Services until further investigations can be undertaken with the parent.

#### 4.2 Application for Individual Disability Allocation funding

An Individual Disability Allocation (IDA) provides funding to schools to support the learning needs of individual students with an eligible diagnosed disability who require high levels of adjustments. IDA allocations are applied for by a member of the Learning Support Team at CSHS and are subject to regular reviews that may require additional evidence to support ongoing funding. Further information is gathered from teachers, school psychologists and relevant personnel.

Copies of documentation confirming eligible diagnosis must be provided by the parent and submitted with the application.

Permission to use this information to seek additional funding must be sought from the parent before an application and checklist is submitted to Disability Resourcing Services (DRS) for an IDA.

The school will use DRS funding to best support the individual needs of students. This may take the form of education assistant support in class, resources, subscriptions, provision of low stimulus spaces within the school, professional learning for staff etc.

#### 4.3 Equitable Access to Assessment Protocols Years 7-12

##### 4.3.1 School based assessment

Students diagnosed with disabilities can benefit from concessions to assist them during assessments to be able to fully demonstrate their knowledge, understanding and skills on equal basis as their peers. Additionally, they are provided with a Student Profile, which offers suggested strategies to support their access to the curriculum on a more equitable basis, as outlined in SCSA's Equitable Access to Assessment Policy and Guidelines which can be found on the SCSA the website.

In Years 7-9 the Learning Support Team may provide flexible concessions to support the individual needs of students. The allocation of concessions in assessments is tightened in Year 10 and Senior School to align with the strict SCSA guidelines applied in Senior School as per the link above.

Staff are required to follow Churchlands exam procedures. Refer to (*see Appendix 2 Exam Procedures*)

- Year 11 and 12 ATAR (Australian Tertiary Admission Rank) exams – School Based Senior School examination processes
- Lower School exams

- 4.3.2 External assessment: including NAPLAN (National Assessment Program – Literacy and Numeracy), OLNA (Online Literacy and Numeracy Assessment), EST (Externally Set Tasks) and WACE (Western Australian Certificate of Education) exams.

Year 12 WACE exams – SCSA

Year 12 Equitable Access Adjustments Applications

Externally Set Tasks (ESTs)

NAPLAN 7 & 9

OLNA

Disability adjustments may be considered for students who have a diagnosis from a medical professional. Adjustments given to students are outlined in the [Equitable Access-to-Assessment-Policy-and-Guidelines.pdf](#) Adjustments should enable students with disabilities to access the assessment on equal basis to their peers.

Prior to Assessment:

- Ensure the list of students eligible for adjustments is updated.
- Enter the student's information/adjustment on the associated platform, or provided to teaching staff for students to access adjustments in the classroom (ESTs).

Refer to *(see Appendix 2 Exam Procedures)*

#### 4.4 Census and NCCD procedures

The school will ensure accurate information is entered and updated in the annual census and NCCD. Census is held in February and August each year.

##### 4.4.1 Census

Firstly, the LSC collaborates with Student Services staff to ensure accurate information is collated for NCCD. Secondly, the LSC collates information from each Student Profile and Learning Support Plans. Finally, the LSC enters information into MAZE prior to required date.

\*\*MAZE is the database the school utilizes for student records.

##### 4.4.2 Nationally Consistent Collection of Data on School Students with Disability (NCCD)

The NCCD is a moderation process required of all schools in Australia. Students identified through the NCCD process are allocated a profile of Quality Differentiated Teaching Practice (QDTP), Supplementary, Substantial or Extensive adjustment. To ensure the school enters accurate information for the NCCD, teaching staff are required to provide evidence of strategies and adjustments implemented to support students in the classroom.

#### 4.5 Allocation of support

Students who have a diagnosis which attracts Disability Resourcing will receive additional support across the school. This support may take the form of engagement with a Learning Support Coordinator, Education Assistants, Student Support Officers and/or access to low sensory spaces.

#### 4.6 Writing and Reviewing Documented Plans

4.6.1 Creating the Student Profile document (*see Appendix 3 Writing and Reviewing Documented Plans*).

4.6.2 Students required to have an IEP in place

Students who receive an Individual Disability Allowance (IDA) are required to have an Individual Education Plan in place for each subject. The IEP outlines the educational program and support services that will be provided to the student in each learning area. The class teacher is responsible for writing, implementing and reviewing the IEP on a regular basis.

4.6.3 Role of teacher in IEP writing and implementation

Class teachers have a legal responsibility to ensure strategies and accommodations included in the Documented Plans are implemented to support the student across the school setting.

4.6.4 Timeline for writing and reviewing IEPs

Writing and reviewing IEPs via \*\*SEQTA (*see Appendix 3 Writing and Reviewing Documented Plans*)

\*\*SEQTA – school learning management system.

4.6.5 IEP goals can focus on student wellbeing, engagement or achievement standards as per individual needs. Goals are written according to the SMART profile (Specific, Measurable, Achievable, Relevant and Timely). SMART goals can be written for subject specific needs and/or through general capabilities.

4.6.6 Writing and reviewing IEPs via \*\*RTPSEN (*see Appendix 3 Writing and Reviewing Documented Plans*)

\*\*Reporting to Parents platform – Special Education Needs

IEP goals can focus on student wellbeing, engagement or achievement standards as per individual needs. Goals are written according to the SMART profile (Specific, Measurable, Achievable, Relevant and Timely). SMART goals can be written for subject specific needs and/or through general capabilities.



#### 4.6.7 Role out of RTPSEN platform.

From 2023, CSHS has commenced using the Special Education Needs portal in the Reporting to Parents site to create IEPs for students with DRS Funding and/or modified curriculum. A roll out across the years is as follows:

<u>Year</u>	<u>Roll out of RTPSEN process</u>
2023	Year 7
2024	Years 7 and 8
2025	Years 7-9
2026	Years 7-10
2027	Years 7-11
2028	Whole school

There is scope for fast-tracking this process if staff agree.

#### 4.7 Modified Curriculum Program / ASDAN program

A small number of students have significant gaps in their learning and find it difficult to engage with the appropriate year level curriculum. These students are considered in consultation with the Associate Principal, by the Learning Support Team, to be placed on a modified curriculum.

When on a modified curriculum a student will complete subject content but at a level appropriate to their ability, as shown through Online Student Information (OSI), Student Achievement Information System (SAIS), NAPLAN, semester grades and other data sources. Their assessments will be modified and they will receive an Achievement and Learning Report (ALR).

Consideration is made when placing a student on a modified curriculum about the successful pathway for each individual student.

## 4.7.1 Modified curriculum and Differentiation comparison

<b>The curriculum is the Western Australian Curriculum and Assessment Outline (The Outline).</b>	
<b>Differentiation</b>	<b>Modified</b>
<p>Teachers routinely differentiate their <b>teaching</b> of the curriculum to support students in meeting the year-level achievement standard.</p> <p>The achievement standard describes an expected level of achievement that a majority of students will achieve by the end of a given year of schooling.</p> <p>Learning Support Plans and Individual Education Plans (for students funded by the Department) suggest specific strategies to support the student to access the curriculum at year level, including adjustments in assessment conditions. In Churchlands context extra time, rest breaks, or the use of a laptop are typical and align with SCSA guidelines.</p> <p>Not all funded students require differentiation of curriculum but may need differentiation to support the development of social and emotional capabilities.</p> <p>Students on IEPs receive a copy of their plan showing their progress made against the goals in addition to the school report which shows their progress against the achievement stands.</p> <p>All students receive the school report which shows their progress against the year-level achievement stands and attributes.</p>	<p>A <b>modified curriculum</b> is a documented variation to the Western Australian Curriculum that a school negotiates with the student and his or her parents or caregivers and where there is a legitimate reason.</p> <p>Not all students placed on a Modified Curriculum are funded and unfunded students do not have support in the form of an EA.</p> <p>All students on a Modified program require an Individual Education Plan.</p> <p>Teacher judgments on student achievement are based on the progress made toward achieving the academic, social, and emotional goals established in the IEP. For this reason, the student is unlikely to be assessed in the same way as students accessing the curriculum at year level.</p> <p>Students' progress is reported using the Achievement and Learning Report which is generated through the untimetabled classes located in SEQTA at the bottom of the HOLAs timetable.</p>

4.7.2 Placing a student on a Modified Curriculum Program / ASDAN program – procedure – refer to *Appendix 4 Modified Curriculum procedure*

4.7.3 Reporting for students on a modified curriculum program.

Students working on a modified curriculum receive an Achievement and Learning Report featured in SEQTA. This report requires teachers to address the standard attributes reported against for all CSHS students as well as provide a comment on the progress made by the student across the semester. The purpose of the ALR is to give detail to a parent on the progress of their child on their personal learning pathway.

Some students who work on a modified curriculum in Years 7-10 may find the rigour of senior school classes too difficult. In these cases, students and their families are offered the option to work through ASDAN programs as an alternate curriculum as approved by SCSA to be recorded on the student's WASSA. ASDAN programs are monitored and supported by the EA team under the supervision of the Learning Support Coordinators.

#### 4.7.4 Modified curriculum and IEPs

Students who are on a modified curriculum are required to also receive an IEP each semester. This highlights to parents the key goals and strategies for each subject per semester.

The timeline for modified curriculum IEPs is the same as for writing IEPs as outlined at 4.6.2

### 4.8 Year 6/7 Transition Program

CSHS prides itself on providing a comprehensive transition program for students at educational risk from primary school to high school. The transition program focuses on all aspects of the student; meeting the wellbeing, engagement and achievement needs of students.



#### 4.9 Behaviour support for students with diagnosed disabilities

- Consideration will be given to students with a diagnosed disability when considering consequences relating to escalation of behaviour.
- SEL (Social Emotional Learning) programs to support the development of students' skills linked to emotional regulation and awareness of protective behaviours.
- Refer to the CSHS Behaviour and Good Standing Policy.

### 5. RELATED DOCUMENTS

- Appendix 1 – Learning Support Distribution of Leadership
- Appendix 2 – Exam Procedures
- Appendix 3 – Writing and Reviewing Documented Plans
- Appendix 4 – Modified Curriculum procedure

### 6. RESPONSIBLE STAFF MEMBER

<b>Policy Manager</b>	Principal
<b>Responsible Staff</b>	Learning Support Program Coordinator
<b>Approval Authority</b>	Churchlands SHS Board
<b>Approval date</b>	9 May 2024
<b>Next evaluation date</b>	2027

### 7. REVISION HISTORY

<b>Version</b>	<b>Approved Amended Rescinded</b>	<b>Date</b>	<b>Authority</b>	<b>Key changes/notes</b>
V1	Approved	9 May 2024	Churchlands SHS Board	As above