



# ADDITIONAL NEEDS POLICY

## Rationale

St Patrick's Primary School is an inclusive school and aims to meet the needs of all its students. St Patrick's has a responsibility to provide a range of opportunities that enable each student to experience success and to develop to his/her fullest potential.

The Additional Needs Team work with teachers to include students with diverse learning needs.

## Scriptural Context

*"I come that you may have life and have it to the full."  
John 10:10*

## Aims

- To give the opportunity for all students across a wide range of fields to achieve their full potential.
- To assist staff identifying, catering for and ongoing monitoring of students with diverse learning needs.
- To assist staff to plan programs for all students with diverse learning needs thus enhancing student participation and engagement.
- To foster an inclusive environment where students with diverse learning needs are accepted by others and supported.

## Guidelines

- Teachers will identify all students' needs, and cater for mixed abilities within classrooms. Identification may include assessment, observation and recording of areas of concern, consultation with teachers, parents and the Additional Needs Teacher.
- The process of referral and testing will be carried out according to the Additional Needs Flowchart on appendix 1.
- The expertise of all staff will be drawn on to ensure maximum benefits for all students.
- Staff are encouraged to participate in ongoing professional development.
- All students will be encouraged to develop an appreciation of the value of excellence and achievement.
- Specific resources will be provided both for staff professional development and the education of additional needs students and high potential learners.
- A Personalised Plan for Students with a Disability (PP) will be formed in consultation with parents, homegroup teacher, Additional Needs Team and other relevant health professionals (Speech Therapist, Child Psychologist, Occupational Therapist).
- Interventions for students will be formally reviewed each semester.
- Applications for Commonwealth funding for Students with Additional Needs will be made in Term 3 each year for the following year by the Additional Needs Teacher.
- Regular updates at General Staff Meetings will assist professional development of staff.
- The intervention implementation may include: support in the classroom, small group withdrawal, adjustments to assessments or curriculum and/or Therapy support.
- High Potential Learners will be supported through a differentiated curriculum, designed to extend and enrich their learning experience.

# Implementation

## 1. Additional Needs Team

### A. Membership may consist of the -

- Additional Needs Teacher
- Inclusion Officer from CSO
- Principal/Assistant principal
- Homegroup Teacher
- Student Welfare Officer
- Parents/Carers
- Teacher Assistant
- Other relevant health professionals. E.g. Speech Therapist

### B. Function-

Definition: - The Additional Needs Team is an interdisciplinary group that uses a systematic process to address the academic, social and emotional needs of the school community to enhance inclusion.

The Additional Needs Team:

- works in collaborative partnerships to achieve appropriate educational outcomes for all students
- makes decisions regarding the use of funding from the Needs Based Funding Package allocated by the Catholic Schools Office each November for the following year
- works in collaborative partnerships to achieve appropriate educational outcomes for whole school matters E.g. NAPLAN, specific year level or KLA concerns
- meets as required (before school, lunch, after school, during school time)
- accepts referrals through a prescribed process
- uses joint problem solving processes to improve student outcomes
- ongoing support given to teachers, students and parents as required
- maintains comprehensive ongoing records
- devises an action plan for each referral including teaching and learning adjustments

### C. Roles and Responsibilities

- Principal/Assistant Principal has a pivotal role in modeling inclusive attitudes, behaviour and language within the school community.
- Additional Needs Teacher co-ordinates meetings, assists with planning, shares specific knowledge and accesses external agencies and recommendations
- Homegroup Teacher provides information regarding the student's current level of performance and the supporting adjustments already in place
- Inclusion Officer provides support to the Additional Needs Teacher and Principal
- Other relevant health professionals share their expertise related to the student's identified specific needs.
- Parents and Homegroup Teachers will work together to discern the prioritised recommendations from relevant health professionals, for students to access at school.

### D. Meetings

#### Students who meet criteria for Validated Disabilities

- At least one formal Personalised Plan for Students with a Disability (PP) Meeting is held per year. Others held when required.

### **Students who do not meet criteria for Validated Disabilities**

- The Additional Needs Team will meet to discuss issues surrounding students with additional needs. These may include behavioural, extension, emotional, learning difficulties or any other deemed need. Meetings will be recorded and filed in the student's record file.
- At least one formal Personalised Plan for Students with a Disability (PP) Meeting is held per year. Others held when required.

## **2. Additional Needs Teacher**

A. **Role Description-** The Additional Needs Teacher (ANT) has a major role in the function of the school. The Additional Needs Teacher has a co- responsibility for the development of children with specific learning needs. This position is held by a full time teacher.

B. **Duties and Responsibilities-** The Additional Needs Teacher will:

- Provide support for Homegroup teachers with concerns about specific children and classroom management issues.
- Receive specialist's reports and discuss action to be taken.
- Coordinate the assessment process.
- Organise funding applications and enter data onto the Disability Validation Form before the August Census.
- Organise meetings and reviews.
- Coordinate and liaise with teacher assistants and monitor their relative programs.
- Liaise with specialists.
- Coordinate professional development for staff.
- Review NAPLAN results and Personalised Plan for Students with a Disability (PP) Meetings
- Meet formally and informally with parents
- Meet regularly with the Inclusion Officer.
- Coordinate the allocation of funds in consultation with the Principal and Inclusion Officer
- Liaise regularly with the Homegroup teacher to ensure that the Personalised Plan for Students with a Disability (PP) is up to date, accurate and active.

## **3. Homegroup Teacher Responsibilities**

- Complete PP online
- Monitor PP and review regularly
- Ensure that the agreed focus areas are put into practice
- Liaise with parents regularly throughout the year
- Utilise relevant resources for children with diverse learning needs
- Carry out any appropriate actions as a result of meetings
- Monitor and direct the teacher assistants who are working within the classroom.
- Ensure programs include any adjustments being made for individual students.
- Ensure that class profile is informative, accurate and active.
- Ensure Casual relief teachers are informed about the diverse learning needs of all children

#### 4. Referral Process

To refer a student, teachers will follow the process outlined in the flowchart in Appendix One.

#### Reflective Materials

- St Patrick's Teaching and Learning Policy
- St Patrick's Reporting and Assessment Policy
- St Patrick's Enrolment Policy
- St Patrick's Work, Health and Safety Policy, 2016
- Lifting and Transferring of Students Standard Operating Procedure, Lismore Diocese (2016)
- Disability Discrimination Act, NSW 1992
- Disability Standards for Education, 2005
- E-learning for all staff Disability Discrimination Act.

This policy was last ratified by St. Patrick's School Advisory Council  
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**March 2017**

**Additional Needs Flowchart**

