



VCEPP405 LEARNING SUPPORT POLICY AND PROCEDURE

SCOPE

This policy applies to all staff of North Melbourne Grammar College's (NMGC).

POLICY STATEMENT

NMGC is committed to ensuring equity in education by helping students who have specific learning difficulty or learning disability achieve the VCE. NMGC supports learners in acquiring the knowledge, skills, and understandings which will enable them (as far as practicable) to participate as learners at NMGC.

NMGC recognises respects and responds to the individual learning needs of students through the provision of an inclusive curriculum and effective teaching and learning practices.

Students with specific learning difficulty or learning disability needs will receive equitable educational opportunities to enable them to reach their full potential.

This Learning Support Policy and Procedure outlines the learning support provided and the procedures for identifying the learning needs of specific students with learning difficulties or learning disabilities.

For the purpose of this policy the term Learning Support refers to support offered to those students who require additional needs.



PROCEDURES

Students with learning difficulties:

These students may have delayed learning in one or more areas. With good teaching strategies and additional programs based on individual assessment (both in-house and out sourced) these difficulties may not be permanent. A range of staff are responsible for delivering support and these may include the subject teacher, the Principal and the Student Welfare Officer to name a few.

Students with learning disabilities:

Students with a diagnosable impairment may include:

- Hearing impairment;
- Vision impairment;
- Physical impairment;
- Speech-language impairment;
- Autistic spectrum disorder;
- Intellectual impairment;
- Social emotional disorder.

These impairments may be temporary or newly acquired or may have been present since birth.

1. Identification

The identification of those students with special needs is necessary in order for them to be able to access the curriculum at their ability level.

Students with learning difficulties and learning disabilities are identified via:

- The initial enrolment process; all pre-existing conditions and documentation should be provided by the student and /or parent/guardian of students under the age of 18;
 - Students at risk are screened by an administration officer. The administration officer assigned to the student will oversee the process of specialist identification (which may include outsourced specialists) and collaboration with all stakeholders during the planning, delivery and review stages. The administration officer gathers as much evidence as possible including medical reports from the student, parent/guardian and professionals as well as evidence that may be provided from previous education providers. From the information gathered, an informed decision regarding special needs of the student is made with the assistance of the Principal.
- Monitoring and assessment by the classroom teacher;
- Monitoring of students with poor results in multiple subjects.
- Through external referral

2. Support

Students requiring extra assistance from subject teachers are supported in the classroom setting. Extra assistance from NMGC and completion of assessment items may be provided e.g. after hours sessions, assistive technologies or equipment made available etc.

- For students with a learning difficulty or disability studying VCE (as with all VCE students) result outcomes are recorded with VCAA through VASS. Special considerations for assessments are in line with the VCAA guidelines and conditions for special provisions can be found in the ***VCE and VCAL Administrative Handbook [current year]***



PROCEDURES

3. General responsibilities for the Teacher of a student with learning difficulties

- Attend pre-enrolment interview. (Where prior notification of learning difficulties has been conducted) – if possible.
- Collaborate with other teachers as well as collaborate with any specialist in order to identify learning needs.
- Report any concerns based on observations and assessments to specialists and Principal and administrative officer assigned to student.
- Disseminate all relevant current information regarding student needs and assist any other teacher with recommendations, resources and appropriate management strategies.
- Advise on modification of assessments, including tests and exams to suit the individual needs of the students (in line with VCAA guidelines where necessary).
- Assist with the provision of special consideration and supervision for students with learning difficulties during assessment sessions.
- Provide advisory support to other teachers with regard to appropriate modifications in class.
- Provide in class support for students in need (e.g. literacy groups, modified classes).
- Provide individualised or small group instruction as required.
- Develop and access appropriate resources to assist student programs as necessary.
- Attend professional development sessions to keep up to date with developments in curriculum.
- Engagement with parent/guardian if student is under the age of 18.

4. Legal responsibilities

The *Disability Discrimination Act 1992* and the Standards are intended to give students with disability the same rights as other students, including the right to education and training 'on the same basis' as students without a disability.

- 'On the same basis' means that a student with a disability will have access to the same opportunities and choices in their education that are available to a student without a disability.

NMGC has a legal obligation to comply with the Disability Standards for Education 2005, in regards to consultation, ensuring that there is a team of people who have significant knowledge and understanding of the student, including the student and their family members or carers

- 'Consultation' in most cases involves the Principal, class teachers and support teachers, as well as professional expertise including therapists and other community service providers.

<http://www.australiancurriculum.edu.au/StudentDiversity/Students-with-disability>

The Disability Standards for Education 2005 seek to ensure that students with disabilities are able to access and participate in education and training free from discrimination and on the same basis as other students. The standards clarify the obligations of education and training service providers, and the rights of people with disabilities, under the *Disability Discrimination Act 1992*. The standards also state the obligations of education and training providers for students with disabilities.

Providers must make reasonable adjustments to accommodate a student with a disability, except in instances when this would impose unjustifiable hardship on a person or organisation.

www.ag.gov.au/RightsAndProtections/HumanRights/DisabilityStandards/Pages/Disabilitystandardsforeducation.aspx

This Policy must be read in conjunction with the VCEPP515 Reasonable Adjustment Policy and Procedure [current version].



RELATED DOCUMENTS

This document supports the following related policies:

- VCEPP510 Student Welfare Policy and Procedure
- VCEPP511 Duty of Care Policy and Procedure
- VCEPP515 Reasonable Adjustment Policy and Procedure
- VCEPP821 Privacy Policy and Procedure

It should be read in conjunction with all other Policies in Section 4 of the NMGC Policy Framework.

RESPONSIBILITIES

The Principal must:

- Implement this policy and procedure
- Monitor the implementation of this policy and procedure

Teachers must:

- abide by this policy and procedure at all times

Relevant Administration Officers (eg the Student Welfare Officer) must:

- Assist in the implement this policy and procedure

MONITORING AND EVALUATION

The Principal will be responsible for ensuring that this policy is monitored and evaluated throughout the College.

Authorised by	NMGC Committee of Management
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