

ST EUPHEMIA COLLEGE

K-12



ASSISTING STUDENTS WITH LEARNING DIFFICULTIES POLICY

2014

1. Policy Statement

This Policy seeks to identify and meet the educational needs of students with learning difficulties.

2. Applicability

This Policy applies to all staff, students, parents and caregivers at St Euphemia College.

3. Context/Rationale

It is the policy of St Euphemia College to provide maximum opportunities to all students to acquire the skills and competencies necessary to participate in and contribute to society. Students with learning difficulties will require additional support and different approaches to help them develop the required knowledge and skills.

The difficulties with learning that students experience will vary in cause, nature, intensity and duration. Students may experience learning difficulties because of the ways in which they learn or the rates at which they learn.

4. Roles and Responsibilities

The school's learning support team plays a key role in ensuring that the specific learning needs of students experiencing difficulties in learning are met.

Responsibility of the Principal/Delegated Authority

The Principal/Delegated Authority is expected to:

- manage and oversee the implementation and review of the Policy
- provide resources to support the implementation of this Policy
- facilitate the early identification of students with learning difficulties.

Responsibility of the Learning Support Coordinator

The Learning Support Coordinator is expected to:

- identify and assess students experiencing difficulties in learning
- plan, implement, monitor and evaluate programs for students with learning difficulties
- build the capacity of teachers to support students with a diverse range of learning needs
- organise special provisions for students with learning difficulties during examinations
- maintain regular contact with parents or caregivers and provide feedback to teachers as required.

Responsibility of the Classroom Teacher

The Teacher is expected to:

- identify and assess students experiencing difficulties in learning
- be active in implementing individual learning programs for students with special needs
- report positive and negative outcomes of intervention strategies to appropriate personnel
- make recommendations regarding assessments by the School Counsellor
- to help formulate and support the individual student with a special needs learning program
- attend planning meetings.

Responsibility of the School Counsellor

The School Counsellor is expected to:

- maintain regular contact with parents and caregivers to develop strategies and provide feedback on the learning needs of students
- assess students' learning needs.

Responsibility of Parents and Caregivers

The Parents and Caregivers are expected to:

- provide information to the School concerning the learning needs of their children
- support the School's learning difficulties initiatives.

Responsibility of Students

The Students are expected to

- communicate any learning difficulties to relevant staff
- participate actively in all assistance strategies offered by the School
- assist staff to review the initiatives implemented by the School.

5. Monitoring, Evaluation and Reporting Requirements

This occurs in consultation with staff, parents, caregivers and the students.

Scheduled High School welfare meetings involving Year Coordinators and the School Counsellor provide a forum for the discussion of students' learning needs.

Assessment and evaluation of Standardised Tests and NAPLAN help to identify students who may be experiencing learning difficulties.

Progress reports are sent to relevant classroom teachers as a further means of monitoring students with learning difficulties. Summaries of these reports are sent to parents and caregivers.

6. Policy Review

This Policy will be reviewed and updated as necessary.