

ST EUPHEMIA COLLEGE

K-12



**ASSISTING STUDENTS WITH
LEARNING DIFFICULTIES
PROCEDURES**

Assisting Students with Learning Difficulties - Procedures

Introduction

These Procedures should be read in conjunction with the Assisting Students with Difficulties Policy.

Procedures

Addressing the needs of students with learning difficulties at St Euphemia College involves the following focus:

Identification

This may be initiated by a teacher, the School Counsellor, parents and caregivers or by other professionals in the community.

Because learning difficulties may arise at any time throughout a student's school life, the teaching staff at St Euphemia College regard the identification of students with learning difficulties as a continuing process.

In the Primary School, the class teacher identifies students experiencing problems and notifies the Primary Director. With parental or caregiver consent, the class teacher completes a referral form and submits it to the Primary Director. The Primary Director will then forward the referral to the School Counsellor. These students are then assessed by the School Counsellor who in turn provides recommendations to the parents or caregivers and suggests classroom practices that may help the teacher cater for the students'. The School Counsellor and the Learning Support Staff plan teaching activities to cater for these students.

The High School has a Literacy Coordinator who, in carrying out this role, assists in the identification and assessment of students with learning difficulties. The Literacy Coordinator refers students to the counsellor for assessment.

An emphasis on early identification of students experiencing learning difficulties and early intervention is regarded as being the most effective way to assist these students.

Program Planning and Implementation

The School Counsellor meets with relevant staff and discusses strategies to meet the specific needs of the student.

Strategies and individualised learning programs are explained to staff according to the requirements of the student.

These strategies build on information gained from identification and assessment of the student's individual learning needs and may require modification of regular class programs. More complex problems will require comprehensive planning and provision.

Special provisions are provided for students particularly during examination periods. These provisions may involve some or all of the following: readers, writers, separate examination venue, breaks between exams, extension of the duration of the exam and modification of papers.

The Literacy Coordinator also works with teachers to develop teaching strategies and suitable resources to support classroom teaching for students with a learning difficulty.

In High School, students with learning difficulties are offered individual lessons as well as after school Literacy and Numeracy classes.

The College ensures that there is ongoing and effective communication with families of referred students.

The Primary School offers extra Literacy and Numeracy classes to assist students with learning difficulties. K-2 students are withdrawn once a week to participate in the Reading Eggs Program. Year 1 students experiencing reading difficulties will have the opportunity to read with a learning support teacher. Identified students from K-6 attend specialised learning support classes.