

ARMADALE PRIMARY SCHOOL POLICY

SCHOOL No. 2634

Additional Support Policy	
Authorisation: By the Armadale Primary School Council on the 8 th August 2011 Recommended: By the Curriculum & Policy Sub Committee.	Review Date: It is recommended that this policy is reviewed by the Curriculum and Policy Sub-Committee by August 2014.

1. PURPOSE

1.1 The purpose of this policy is to establish clear guidelines to recognise and cater for students with specific needs for extension and intervention.

2. OBJECTIVES

- 2.1 To ensure a whole school approach to additional support for students
- 2.2 To identify students requiring additional support according to Department of Education and Early Childhood Development (DEECD) guidelines
- 2.3 To identify and access specific strategies and appropriate programs for these students
- 2.4 To access professional development for staff in relation to additional support for students.

3. IMPLEMENTATION

3.1 The School will

- 3.1.1 Identify students who require additional support, according to Department of Education and Early Childhood Development (DEECD guidelines see <http://www.education.vic.gov.au/studentlearning/programs/gifted/highpotential/default.htm>)
- 3.1.2 Analyse VELS student achievement data each six months to determine students who are achieving approximately 12 months below or above expected levels and therefore requiring additional support
- 3.1.3 Provide opportunities for students who require additional support to attend/participate in extra activities/programs within the school's available resources
- 3.1.4 Communicate to parents when students are nominated for specific programs
- 3.1.5 Liaise with parents, to discuss individual learning improvement plans, enrichment programs, progress and any issues arising
- 3.1.6 Provide opportunities for professional development for staff in relation to supporting students with additional needs.

3.2 Staff will

- 3.2.1 Provide targeted support, enrichment and open ended tasks within and across levels as appropriate, in all domains, to facilitate an appropriately challenging learning environment
- 3.2.2 Use varied resources that cater for different learning styles of all students
- 3.2.3 Use varied teaching strategies to heighten student engagement and optimise learning for identified students
- 3.2.4 Communicate with parents about identified students (refer 3.1.4)
- 3.2.5 Encourage students to display sensitivity, empathy and respect towards other students and their achievements.

3.3 Parents will

- 3.3.1 Liaise with the school (if necessary) in relation to their child's involvement in an additional program, any external testing of students, attendance of extra-curricular programs etc.
- 3.3.2 Support students and staff to enable students to achieve success in all activities
- 3.3.3 Encourage students to display sensitivity, empathy and respect towards other students.

3.4 Students will

- 3.4.1 Behave in accordance with the school's Engagement Policy at all times
- 3.4.2 Engage fully with additional learning opportunities and be supportive of working with different teachers and students
- 3.4.3 Display sensitivity, empathy and respect towards other students.

4 EVALUATION

The policy will be evaluated by teachers and parents by observing whether student learning outcomes show further improvement as a result of participation in additional programs.