

ELIZABETH PARK SCHOOLS

POLICY: STUDENT INTERVENTION AND SUPPORT

PURPOSE: To ensure students who are at risk of not accessing or fully engaging with the school curriculum have **appropriate interventions and support**.

To ensure that learning outcomes are maximised for each student in our school

1. Student learning is the primary responsibility of their classroom teacher in consultation with their line manager and the Special Education teacher.

- (i) Class teachers' gather **information** about their students from a range of sources:
 - Observation, assessments, tests and achievement data
 - Parents and caregivers
 - Previous records and case notes
- (ii) Whole **school strategies** are enacted that include:
 - Explicit teaching of skills
 - Streaming into small groups for literacy
 - Phonics groups, Peer reading groups,
 - Positive yard play programs
 - Social education lessons

2. Students who are cause for concern because of their inability to access the curriculum receive appropriate school based interventions and support

- (i) **Students of Concern** are identified by their classroom teacher in consultation with their parent/caregiver using the school Student of Concern referral form
- (ii) **The School Student of Concern review team** gathers relevant **information** based upon the referral and:
 - Makes recommendations for future actions
 - Prioritises students for referral to DECS Integrated support team
- (iii) The **DECS Integrated Services team** meets at the school regularly to:
 - Prioritise students for assessment by DECS Support Services
 - Make recommendations for future school actions (eg 1. (11) Above)
- (iv) **Individual student review meetings** may be held with relevant staff and the line manager to gather information and plan future actions.
 - Parents may be involved if the school deems it necessary
 - Individual Learning Plans (ILP's) may be drawn up if necessary

3. Students with a verified Disability (SwD) are identified and supported by DECS Integrated Services personnel

- (i) **School Student of Concern review team** may be prioritise a student for assessment by a member of the **DECS Integrated Services team**
- (ii) The **DECS Guidance Officer** meets at the school regularly to verify students for support by DECS Support Services
- (iii) Individual Students verified with a Disability will have a **Negotiated Education Plan (NEP)** developed with the parents, caregivers, relevant staff and the line manager.
- (iv) That student's line manager and the Special Education teacher coordinate all meetings and actions.

As some students will have complex learning and behavioural needs requiring input from various agencies, the class teacher's line manager will coordinate meetings and actions to ensure that the best **learning outcomes** are achieved

Appendices:

- 1 Student of Concern process flowchart
- 2. Student of Concern Internal Referral proforma
- 3. DECS Referral Form