



Black Hill Primary School

Interventions Policy

Supporting students with additional needs

Purpose:

- To deliver inclusive teaching and learning opportunities that ensure all students have access to a quality education that meets their individual needs.
- To provide a high quality educational program for the children in our school identified as having a disability, impairment or additional needs.
- Intervention programs target and support students at risk that are achieving below standard against Victorian Curriculum Standards.

Aims:

Victorian government schools have high expectations for all learners, and recognise that all students have the potential to learn. Early identification and intervention of students requiring special assistance is important. Intervention is personalised and aligns with learning in the classroom.

Black Hill Primary School support all students by:

- building mutual respect and promote safety at school.
- implementing comprehensive and inclusive curriculum to engage all students in an innovative and creative learning and teaching environment.
- enhancing school attendance (see Attendance Policy).
- encouraging supportive relationships.
- implementing effective School Wide Positive Behaviour Program.
- Implementing the Department of Education and Training (DET) Resilience, Rights and Respectful Relationships curriculum.
- involving parents/families and communities.
- designing and facilitating smooth transition programs.

Interventions

Strategies include:

- assessing children at risk and identifying their needs through analyse of data, including- NAPLAN, OnDemand, anecdotal notes, surveys and tests.
- referring children to DET Student Support Services or external agencies for further assessments, therapy and intervention.
- providing Student Support Group (SSG) meetings to set goals and review progress.
- developing Student Snapshots to identify student's strengths, weaknesses and interests to inform individualised learning goals and strategies.
- developing programs and Individual Learning plans to improve skills.
- providing counselling and support as required utilising Student Services and other agencies within the region.
- ongoing monitoring and evaluating of emotional, academic and social wellbeing of all children.

Implementation:

- All students are assessed regularly to determine their point of need for emotional, academic and social wellbeing.
- Year level Professional Learning Teams identify students who require additional intervention.
- A list of students requiring or receiving additional assistance will be stored on the student-tracking database on Staff/Share for reference and ongoing monitoring.
- The Assistant Principal will coordinate the Disabilities and Intervention programs at our school, including the coordination of applications for funding, the coordination of Student Support Groups, the development and implementation of program budgets, coordination of staff professional development and all other issues related to students with additional needs and their respective program requirements.
- Student Support Group meetings for students with disabilities will occur at least once per term or as required, and will make recommendations to teachers regarding the development and implementation of Individual Learning Plans including student achievement goals, timelines and methods of evaluation, the use of Education Support Staff (ESS) and external consultants, and the use of any additional resources required. All meetings will be documented and available to all members.
- Close cooperation and communication between carers, teachers, Education Support Staff, DET Student Support Service officers and outside agencies.
- Teachers monitor interventions facilitated by Education Support Staff to ensure that data informs practice.
- Teachers will observe intervention programs in operation to inform Individual Learning Plans developed in consultation with Education Support Staff.
- Teachers must follow up student progress and report learning growth to parents twice a Term (every five weeks) keeping them fully informed of additional assistance being given and encouraging them to take an active part in their child's learning. This could be a phone call home, message in the diary or a brief meeting.
- Professional development relating to relevant intervention programs are made available to appropriate staff as required:
 - Reading Recovery (Year 1 students)
 - Booster groups
 - Bridges (Literacy interventions)
 - QuickSmart (QuickSmart)
 - Making up Lost Time in Literacy (Multi-Lit)
 - Speech Therapy Assistance Program (STAP)
 - Life skills
 - Koorie Education- Cultural awareness and Literacy support.

Evaluation

This policy will be reviewed as part of the school's three-year review cycle

This policy was adopted by School Council in: AUGUST 2017