

STUDENT SUPPORT AND INCLUSION

Purpose

West Leeming Primary School is committed to ensuring every student is provided with the support, challenge and opportunities they need to learn, participate and achieve success. We recognise that every student has unique strengths, interests and learning needs. Through high-quality teaching, early identification, evidence-informed practice and strong partnerships with families, we support every student to achieve their potential.

This document outlines West Leeming Primary School's whole-school approach to supporting students with diverse learning, wellbeing and engagement needs and implements the Department of Education's *Students at Educational Risk in Public Schools Policy and Procedures*.

Our Approach

West Leeming Primary School is committed to:

- providing an inclusive, safe and supportive learning environment
- delivering high-quality teaching that meets the diverse needs of all students
- identifying and responding to students who require additional support, intervention or extension
- working collaboratively with students, parents/carers and external agencies, where appropriate
- monitoring student progress and reviewing the effectiveness of support

Seeking Support for Your Child

West Leeming Primary School values strong partnerships with parents and carers and encourages families to raise any concerns about their child's learning, wellbeing, behaviour or attendance as early as possible.

Your child's classroom teacher is the preferred first point of contact, as they know your child best in the school setting. They will work collaboratively with you to understand your concerns, implement and monitor appropriate classroom supports, and discuss your child's progress.

Parents and carers are also welcome to contact a Deputy Principal if they require further assistance or wish to discuss additional support. Where appropriate, the classroom teacher and Deputy Principal will work together through the Student Services process to determine and coordinate the most appropriate support for your child. This may include classroom adjustments, targeted intervention, specialist consultation, referrals or case management. Parents and carers are kept informed throughout the process and are consulted whenever ongoing intervention, specialist support or documented planning is required.

Identification

Early identification enables timely support and helps ensure students receive the adjustments, intervention or extension they need to achieve success. Students may be identified through a range of information and evidence, including:

- teacher observations and professional judgement
- classroom assessments and work samples
- school-based and system assessment data
- attendance, behaviour and wellbeing information
- discussions with parents and carers
- transition information from previous schools or education settings
- reports from health professionals or external agencies, where appropriate

Our Tiered Approach to Student Support

West Leeming Primary School uses a tiered approach to provide the level of support that best meets each student's needs. Students may move between tiers as their learning, wellbeing or engagement needs change.

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Tier 1 – High Quality Teaching for Every Student

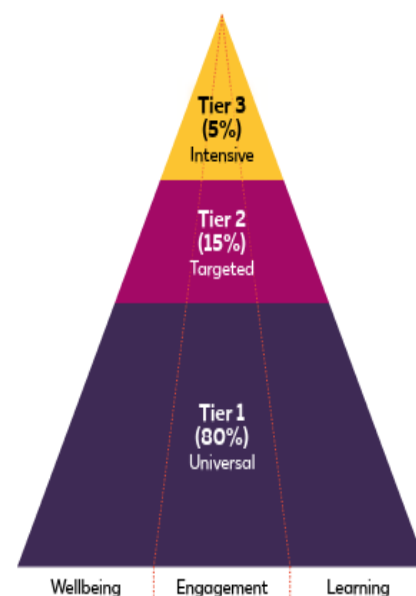
High-quality teaching is the foundation of learning. Teachers use evidence-informed practices, differentiation, ongoing assessment and appropriate classroom adjustments to meet the diverse needs of students. Extension and enrichment opportunities are provided for students requiring additional challenge. Most students have their needs met through Tier 1 classroom teaching.

Tier 2 – Targeted Support and Intervention

Some students require additional support beyond Tier 1 classroom teaching to achieve success. Support may include targeted intervention, small-group or individual instruction, classroom adjustments, wellbeing support and, where appropriate, consultation with school support staff and external professionals. Where additional support is required, classroom teachers work with the Deputy Principals through the Student Services process to determine, implement and monitor appropriate interventions and adjustments. Families are kept informed of their child's progress and any additional support provided.

Tier 3 – Intensive and Individualised Support

Some students require intensive, individualised support to address more complex or ongoing learning, wellbeing or engagement needs. Support may include documented plans, individualised adjustments, coordinated case management, consultation with the School Psychologist, and collaboration with Department of Education specialist services and external agencies. The Deputy Principals coordinate support through the Student Services process, working collaboratively with teachers, families and relevant professionals to plan, implement, monitor and regularly review individualised support.



Student Services and Case Management

When a student requires additional support beyond high-quality classroom teaching, the classroom teacher may refer the student through the Student Services process. The Deputy Principals coordinate Student Services, working collaboratively with the Principal, teachers and, where appropriate, the School Psychologist, School Chaplain, Department of Education specialist services, allied professionals and external agencies.

Following referral, the Deputy Principals work collaboratively with relevant staff to determine the most appropriate supports for the student. Support may include classroom adjustments, targeted interventions, documented planning, specialist consultation and, where appropriate, case management. Students requiring intensive or ongoing support may be case managed to ensure supports are coordinated, monitored and reviewed in partnership with families.

Documented Plans

Documented plans are developed in accordance with the *Department of Education's Students at Educational Risk in Public Schools Procedures* to coordinate support for students who require ongoing, individualised educational planning. A documented plan is required for a student who:

- is identified as requiring substantial or extensive adjustments through the Nationally Consistent Collection of Data (NCCD) on School Students with Disability
- receives an Individual Disability Allocation
- has persistent absences.
- is in the care of the Chief Executive Officer of the Department of Communities
- has chronic, long-term or significant health care conditions.
- has complex and challenging behaviours.
- presents a risk of harm to themselves or others.

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Students who are reported against the English as an Additional Language or Dialect (EAL/D) Progress Map are also considered to have a documented plan.

A documented plan is not generally required for students:

- whose learning needs are met through quality differentiated teaching or supplementary adjustments identified through the NCCD process.
- receiving D or E grades
- whose academic, personal, social or wellbeing needs are being met through classroom and whole-school programs.

Students who are working towards personalised learning goals may receive a Special Educational Needs (SEN) Report in accordance with Department of Education reporting requirements. The SEN Report reflects each student's progress towards the individual learning goals outlined in their documented plan.

School Chaplain

The School Chaplain supports the social and emotional wellbeing of students through whole-class programs, small-group programs and individual support. The School Chaplain is available two days per week.

Students may be referred by school staff or seek support directly from the School Chaplain. Parents and carers may also request chaplaincy support for their child through the classroom teacher or Deputy Principal. Requests for ongoing individual support are coordinated through the Student Services process, where referrals are reviewed and prioritised according to identified student need. Parent consent for chaplaincy support is obtained as part of the enrolment process. Parents and carers are kept informed when ongoing individual support forms part of a coordinated plan to support their child's wellbeing.

School Psychologist

The School Psychologist works collaboratively with teachers, Deputy Principals, families and, where appropriate, allied professionals and external agencies to support students' learning, wellbeing, behaviour and engagement. Support may include consultation, student observation, assessment, educational planning, and participation in case management and review processes.

The School Psychologist is available at the school one day per week. Referrals are coordinated through the Student Services team, who review available information, determine whether School Psychology Services are the most appropriate support, and prioritise referrals based on identified student need and school priorities.

Parent or carer consent is obtained before the School Psychologist undertakes individual work with a student or consults with school staff regarding an individual student. Parents and carers are kept informed and involved throughout the assessment, planning and review process.

Monitoring, Review and Transition

Student progress is regularly monitored using a range of assessment information, teacher observations and ongoing consultation with families and relevant professionals. Classroom adjustments, interventions, documented plans and case management are reviewed regularly to ensure they continue to meet each student's changing needs and support positive learning, wellbeing and engagement outcomes.

Transition processes support continuity of learning, wellbeing and educational support for all students between year levels, schools and educational settings. Relevant information, including documented plans and classroom adjustments where applicable, is shared with receiving teachers and schools to support successful transitions. For students requiring additional support, transition planning may also involve families, Student Services, allied professionals, external agencies and receiving schools to ensure continuity of educational support.