



## Fadden Primary School - Student Support Procedures

*Endorsed by the Fadden Primary School Board on 21 March 2024.*

All students have unique educational needs that must be catered for, to ensure that their learning outcomes are optimised. This document sets out the responsibilities and procedures for the provision of education of all learners at Fadden Primary School including those with a disability, identified learning difficulty/disorder or Gifted and Talented.

Fadden Primary School uses a wide range of identification methods to ensure all student needs are identified as early as possible, which enables the necessary plans and interventions to be in place to support students to reach their full potential.

Identification methods may include:

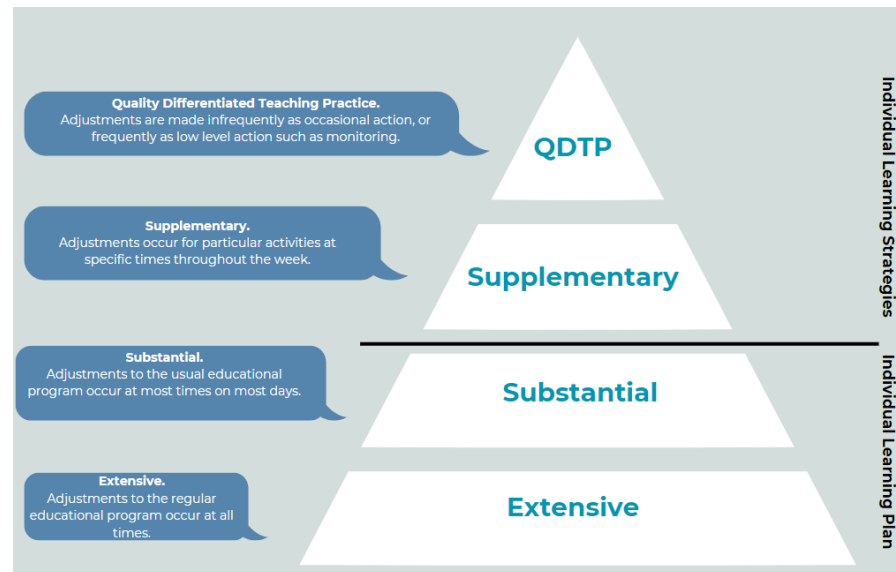
- Analysis of standardised assessments such as CogAT, PAT Reading and PAT Mathematics, BASE and NAPLAN
- Review of reading, writing and numeracy benchmarks and work samples
- Review of reports from external professionals (psychologist, optometrist, speech pathologist, occupational therapist etc.)
- Consultation with the student's family

Fadden Primary School will identify possible adjustments or supports for the student which may include:

- Classroom teaching strategies (e.g., sit closer to the board, visual timetable, prompts to wear glasses etc.)
- Inclusion in school intervention programs (reading or mathematics)
- An individual supporting document (ILS or ILP)

Adjustments required for students will differ, depending on the student's level of need, therefore the NCCD adjustment levels will be used to identify what documentation is required at a school level, to support students with a disability, an identified learning difficulty/disorder or identified as Gifted and Talented.

Adjustments may be made in the areas of curriculum, environment and/or teaching methods, and will vary according to the needs of individual students.



**An Individual Learning Strategy (ILS)** is developed for students who:

- have an identified learning difficulty / disorder diagnosed by a psychologist or paediatrician.
- AND**
- the impact on learning and required adjustment to support learning in the school environment is QDTP or Supplementary

The ILS is developed by Fadden Primary School in collaboration with families. The ILS will outline the strategies required for the student to access the curriculum on the same basis as other students.

Fadden Primary School will:

- consult with parents and carers to understand their child's education needs and the adjustments required to support the student.
- make the reasonable adjustments necessary to enable the student to take part in education on the same basis as other students; and
- assist students and families to feel safe and supported in the education environment.

**An Individual Learning Plan (ILP)** is developed for all students who:

- access disability education support.
- OR**
- are recognised through the case coordination approach at the school to require Substantial or Extensive adjustments in the school environment.
- OR**
- are identified as Gifted by a psychologist (Full-Scale Intelligence Quotient (FSIQ) of 130 and above) and require whole grade/subject acceleration or identified as a twice-exceptional learner (gifted plus learning disability).

The ILP is developed by Fadden Primary School in collaboration with families and other support staff. The ILP outlines agreed goals and strategies to support the child to access the school curriculum.

Fadden Primary School will:

- consult with parents and carers to understand their child's education needs and the adjustments required to support the student.
- make the reasonable adjustments necessary to enable a student with a disability or identified as Gifted and Talented or as a twice-exceptional learner, to take part in education on the same basis as other students; and
- assist students and families to feel safe and supported in the education environment.

This procedure must be read in conjunction with Education Directorate's Policies. [http://www.education.act.gov.au/publications\\_and\\_policies](http://www.education.act.gov.au/publications_and_policies)

- Gifted and Talented Students Policy (April 2021)
- Students With Disability Meeting Their Educational Needs Policy (September 2022)
- Inclusive Education: A Disability Inclusion Strategy for ACT Public Schools 2024-2034
- Disability Standards for Education 2005
- Disability Discrimination Act 1992
- Nationally Consistent Collection of Data on School Students with Disability