



St Andrew's Parish

CORPUS CHRISTI PRIMARY SCHOOL

29 RUSSELL STREET, WERRIBEE VIC. 3030

Learning Diversity Policy

“Learning Diversity’ refers to the infinite variety of life experiences and attributes a child brings to their formal learning at school. Educators seek to meet the needs of all learners so that every student experiences success.”

Horizons of Hope – Learning Diversity in a Catholic School foundation statement

Rationale

Corpus Christi Primary School is committed to the implementation of inclusive practices which recognise the child at the centre of decision-making processes and support all students. We recognise the diverse learning needs of students and work collaboratively with families, external agencies and specialist service providers. We aim to strengthen the capability of all teachers to deliver inclusive, high quality educational programs for students of all abilities.

Aims

An inclusive school enables all students to be welcomed, accepted and engaged so that they can participate, achieve and thrive in school life. In striving to provide an inclusive education, Corpus Christi Primary aims:

- To ensure that students with disability are not discriminated against and are accommodated to participate in education on the same basis as their peers
- To acknowledge and respond to the diverse needs, identities and strengths of all students
- To treat all students with disability and additional needs with respect and involve them in making decisions about their education
- To foster positive cultural change in attitudes and beliefs about disability, in and beyond the school environment
- To plan and provide adjustments which contribute to positive learning, engagement and wellbeing outcomes for students
- To liaise with families, CEM and professionals, to identify needs and develop strategies to support students experiencing difficulties.

At Corpus Christi we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school.

Legal obligations

All schools, as education providers, must comply with the *Equal Opportunity Act 2010 (Vic)*, the *Disability Discrimination Act 1992 (Cth)* and also the *Disability Standards for Education 2005 (Cth)* (the Standards).

The Standards cover enrolment, participation, curriculum development, student support services and the elimination of harassment and victimisation, and provides guidance for schools on:

- the rights of students with disability
- the legal obligations on education providers
- some of the measures that would demonstrate compliance.

The Standards apply to all students with disability, not just those who are eligible for support under targeted funding programs. Additional resources provided to schools do not define or limit the support provided for student disabilities.

Definitions

Impairment: An abnormality of the body's structure, appearance or function which is caused by injury or illness.

Disability: The loss of a particular bodily function or activity which results from an impairment.

Imputed Disability: An 'imputed' disability is something that a professional believes another person has, without formal diagnosis. To impute a disability, the school team must have reasonable grounds to make such a judgement.

DSE: The *Disability Standards for Education 2005* clarify the obligations of education and training providers, and seek to ensure that students with disability can access and participate in education on the same basis as other students.

NCCD: *National Consistent Collection of Data* is an annual collection of data by the Australian Federal government which results in funding to Victorian Catholic schools. The NCCD funding assists schools to implement programs, build upon resources and make adjustments/modifications to curriculum that improves the learning outcomes of all students, including those with additional learning needs to ensure entitlement.

Reasonable Adjustment: A measure or action taken to assist students with particular needs (including disabilities) to participate in their education on the same basis as their peers.

Learning Support Officer (LSO): This person is employed by the school to undertake a range of tasks including primarily supporting teachers and students in a range of classroom activities but also personal hygiene support, and other academic support tasks, such as intervention programs supported by specialist teaching staff.

At Corpus Christi we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school.

Implementation

Learning Diversity practices will be implemented in the following ways:

- Clearly defined processes in place to identify at risk students
- Intervention and referral procedures for at risk students
- Learning Diversity Leader to meet regularly with Unit teams and the NCCD team to assist teachers to identify, review and monitor student progress
- Development of Personalised Learning Plans (PLPs) for students with a disability or other specific learning need
- Development of Behaviour Support Plans (BSP) for students with challenging behaviours
- Regular facilitation of Program Support Group (PSG) meetings
- NCCD annual data collection and CECV funding
- Adherence to key legislative and educational initiatives.

Learning Diversity Leader

The role of the Learning Diversity Leader is to assist teachers to identify students who may be experiencing difficulties with their learning. The Learning Diversity Leader leads staff professional learning and participates in CEM network meetings to ensure the school maintains current practice to meet student learning needs.

The Learning Diversity Leader co-ordinates Program Support Group (PSG) meetings between parents/carers, homegroup teachers, the students and other key stakeholders, where appropriate, in order to discuss these needs and possible adjustments that may assist the student to access education on the same basis as their peers.

It is the role of the Learning Diversity Leader to oversee the intervention process, lodge CEM referrals and oversee NCCD submissions.

Referral Process

A formal referral process is implemented (see Appendix) to undertake an intervention process. Students who may be referred for intervention and identified as requiring additional support may be identified based on individual measures of assessment, anecdotal evidence, teacher observations, noted playground behaviour, parent concerns and at the request of a paediatrician.

Adjustments

Under both State and Commonwealth laws schools must make 'reasonable adjustments' to accommodate students with disability. An adjustment is a measure or action taken to assist students to participate in education and training on the same basis as their peers without a disability.

At Corpus Christi we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school.

When planning an adjustment for a student, the school will consult with the parent or carer(s) and the student, through the Program Support Group process. This process will apply to all students with disability or additional needs, not just those who are eligible for support under targeted funding programs.

Recommendations are made and appropriate strategies are implemented. Adjustments may include; specific targeted programs, classroom resources such as furniture, equipment and technology, environment within learning spaces and school grounds.

Staff will be provided with ongoing professional learning, including the completion of DSE modules, to deepen their understanding of learning diversity and adjustments, to provide programs that enable all students to access the curriculum.

Personalised Learning Plan (PLPs)

In the event that a student's learning needs are determined to be significantly different from their peers as a result of a diagnosed disability or other specific learning need, it may be appropriate to write and implement a Personal Learning Plan (PLP). A student may also be considered to have additional learning needs without a specific diagnosis of a disability.

The aim of the PLP is to articulate effective practices for the identification, targeted assessment, learning and teaching, and evaluation of student learning needs. A PLP is only used for as long as it is deemed appropriate and can last for a period of weeks, or up to years depending on the nature of the student's need, the level of adjustment required to meet their needs and other factors.

A PLP is a collaborative, working document and feedback and input is actively sought from all stakeholders, including homegroup teachers and school staff to parents/carers, external providers and, if applicable, students. A PLP can be used as evidence for inclusion in the Nationally Consistent Collection of Data on Students with Disability (NCCD). The PLP will be reviewed and discussed at scheduled PSGs, or as often as necessary.

Program Support Meetings (PSGs)

A PSG meeting will be held once a term, or as required, and will involve key stakeholders, including parents/carers, homegroup teacher, Learning Diversity Leader or Principal nominee, key staff members, LSO (if appropriate) and any parent advocates or external professionals as required.

The Program Support Meeting will:

- Collaboratively establish shared goals for the student's social, emotional and educational development
- Ensure that SMART goals are measurable and achievable, ongoing and future focused
- Plan reasonable adjustments to enable the student to access and participate as outlined in their Personalised Learning Plan (PLP) and/or Behaviour Support Plan (BSP)

At Corpus Christi we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school.

- Provide the opportunity for the student and student's parents to work collaboratively with school personnel and allied health professionals in goal setting and planning
- Monitor student progress formally at least once per term and adapt goals and make adjustments accordingly.

Minutes of the meeting will be taken by the Learning Diversity Leader or appointed staff member and will be disseminated to all stakeholders. Corpus Christi Primary School values a collaborative approach to student learning and acknowledges that a PSG affords all key stakeholders to contribute their relevant knowledge to make plans which best target a student's point of need.

Assessment & Reporting

Teachers will include a variety of assessment strategies in learning and teaching programs to provide sources of information about student progress and achievements. These may include:

- Formal tests to be conducted may include: Observations Survey, Sound/Letter Identification, Concepts About Print, Success In Numeracy Education, Torch, Probe, York Assessment of Reading for Comprehension, Sutherland Phonological Awareness Test - Revised, Record of Oral Language, Fountas and Pinnell BAS, Alpha Assess, Progressive Achievement Test in Reading and Maths and Peters Dictation
- Anecdotal evidence will be analysed
- Behaviour Tracking Sheets will be used to record and monitor social, emotional and physical behaviours and referred to the Wellbeing Leader.

Inclusion and Bullying Prevention

Corpus Christi Primary School acknowledges and celebrates the diversity of backgrounds and experiences in our school communities and we will not tolerate behaviours, language or practices that label, stereotype or demean others. Bullying, harassment and other forms of inappropriate behaviour targeting individuals because of their personal attributes or learning abilities will not be tolerated in our school communities. Please see our *Student Diversity and Anti-Bullying Policy* for more information.

Child Safety

Corpus Christi Primary School is committed to creating and maintaining a learning environment in which students both feel and are safe. At Corpus Christi Primary School, we have a zero tolerance of child abuse. We understand our responsibility to establish, implement and continuously review our practice and improve our Child Protection Program in accordance with Ministerial Order No. 870 and the Victorian Child Safe Standards and Principles.

At Corpus Christi we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school.

Child Safety Expectations for all Staff

- Provide students with a child safe environment
- Be familiar with and comply with Corpus Christi's Child Safe Policy and Code of Conduct as well as other policies and procedures related to child safety
- Exercise pastoral care in a manner which reflects Corpus Christi's values
- Make reasonable efforts to accommodate the diversity of all children in implementing the Child Safe Standards.

Evaluation

This Policy and intervention procedures will be monitored and reviewed as required.

Related Policies and Procedures

- Enrolment Policy
- Principle of Inclusion Policy
- Student Diversity Policy
- Anti-Bullying Policy
- Child Safe Policy
- Curriculum Plan
- Assessment and Reporting Policy and Procedures
- CC Personalised Learning Guidelines

Appendix

- Intervention Process
- Referral Forms and Information

Policy authorised by: Ms Linda Roynic, Principal

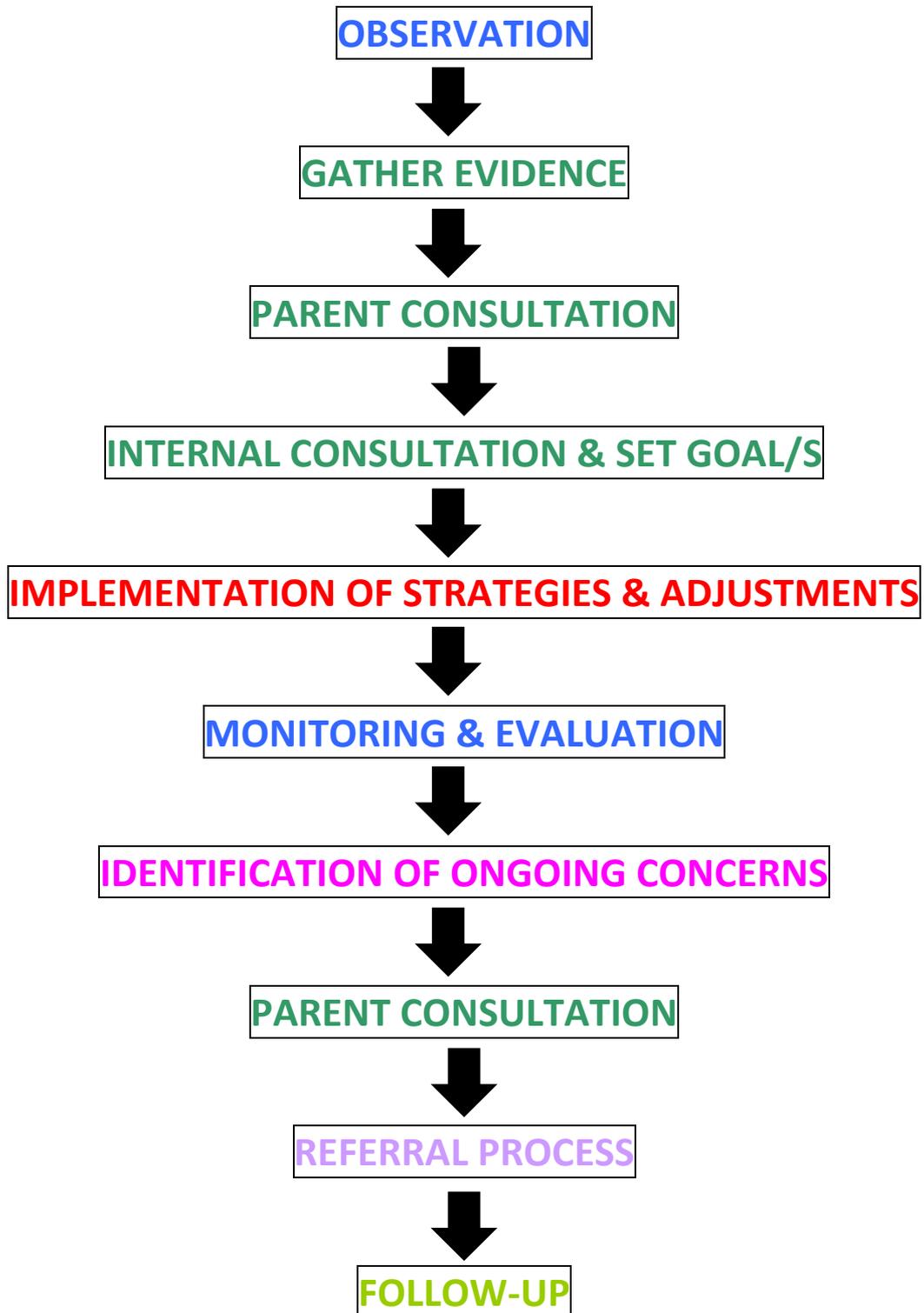
Date reviewed: 2021

Next review: 2025 or sooner if needed

At Corpus Christi we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school.



INTERVENTION PROCESS



At Corpus Christi we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school.

OBSERVATION

- NOT SETTLING INTO SCHOOL ROUTINE
- SCHOOL REFUSAL
- POOR ACADEMIC PROGRESS
- DIFFICULTY WORKING WITH PEERS
- UNABLE TO SETTLE TO A TASK OR STAY FOCUSED
- FINISHES WORK QUICKLY, NEEDS CHALLENGING
- FIXATES ON A PARTICULAR TASK/TOPIC
- CONSTANTLY SEEKS REASSURANCE/ANXIOUS
- LACKS INDEPENDENCE
- INAPPROPRIATE SOCIAL BEHAVIOUR – TIMID/AGGRESSIVE
- POOR HYGIENE
- POOR ORAL LANGUAGE SKILLS
- LOUD VOICE/VERY QUIET
- STUTTERING/STAMMERING
- ARTICULATION DIFFICULTIES
- POOR COORDINATION SKILLS
- AWKWARD RUN, WALK, DIFFICULTY ON PLAY EQUIPMENT
- POOR APPETITE
- DIFFICULTY TRANSITIONING BETWEEN TASKS/FROM YARD TO CLASS

EVIDENCE

- ANECDOTAL NOTES/OBSERVATIONS
- CLASSROOM TRACKING BOOK
- PLAYGROUND FOLDER
- ACADEMIC TESTS
- FOCUSED TEACHING GROUP RECORDS
- SCHOOL REPORTS
- HOME LEARNING
- ANALYSIS OF WORK SAMPLES
- PARENT DISCUSSION / INFORMATION

STRATEGIES

- DISCIPLINE POLICY
- SCHEDULED PSG MEETINGS WITH PARENTS
- SUGGEST PARENTS CONSULT SPECIALISTS (Optometrist, Audiologist, O.T., doctor etc)
- PREVIOUS TEACHER CONFERENCE/ STAFF MENTORING
- STUDENT CONFERENCE/POSITIVE FEEDBACK/SET GOALS
- CONSULT POLs, WELLBEING LEADER, SPECIAL NEEDS LEADER
- CONSULT SCHOOL COUNSELLOR
- REFER TO C.E.W.R.O. LANGUAGE PROGRAMS ETC
- PARENT HELPERS
- BUDDY/PEER MENTORS
- SOCIAL SKILLS PROGRAM/WELLBEING STRATEGIES
- FOCUSED TEACHING GROUPS/WORKSHOPS
- LEARNING SUPPORT OFFICERS
- MODIFY WORK TASKS – DEVISE PLP/DIFFERENTIATION
- BEHAVIOUR MODIFICATION PROGRAM/CONTRACT

At Corpus Christi we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school.

- REPETITION/REVISION
- CONCRETE MATERIALS/VISUAL SUPPORTS/VARIETY OF PRESENTATION MODES & LEARNING

EVALUATION AND CONSULTATION

- EVIDENCE OF PROGRESS/LACK OF PROGRESS
- ANALYSIS OF FOCUSED TEACHING GROUP RECORDS
- RE-TESTING OF BASIC CONCEPTS TAUGHT
- ANALYSE PLAYGROUND MONITORING SHEETS
- CONSULTATION WITH POLs , PARENTS AND OTHER RELEVANT PEOPLE
- IMPLEMENT NEW STRATEGIES, REVISE P.L.P. OR CONTRACT

IDENTIFICATION OF ONGOING CONCERNS

- SOCIAL/EMOTIONAL
- ACADEMIC
- PHYSICAL – vision, hearing, voice, speech, motor skills

REFERRAL PROCESS

- COMPLETE PRE-REFERRAL/INTERVENTION FORM (see pathway below)
- MEET WITH PARENTS RE CONCERNS – MINUTE THE DISCUSSION (date/people present/dot form), establish formal, ongoing Program Support Group (PSG)
- CONSULT SPECIAL NEEDS LEADER /POLs/WELLBEING LEADER/LSO
- COMPLETE REFERRAL FORM – CEVN Website (see below)/School Counsellor (at office)
- COMMUNICATE WITH PARENTS, SIGNATURE FOR REFERRAL
- GIVE TO SPECIAL NEEDS LEADER *who will do the following...*
 - REFERRAL PASSED TO PRINCIPAL FOR SIGNATURE, APPROVAL
 - COPY TO FILE, ORIGINAL TO CATHOLIC EDUCATION WESTERN REGION OFFICE
 - APPROVAL CONFIRMATION TO PARENTS, FILE (this may come via email from CEWRO)
 - ASSESSMENT DATE CONFIRMED & CONDUCTED
 - FOLLOW UP MEETING WITH CEWRO STAFF, PARENTS, TEACHER, LSO
 - FOLLOW RECOMMENDATIONS

FOLLOW UP AFTER REFERRAL PROCESS

- FOLLOW RECOMMENDATIONS – DEVELOP PLP.
- ONGOING MONITORING OF PROGRESS
- RECORD PROGRESS – COPY TO FILE
- ONGOING COMMUNICATION WITH PARENTS
- CONSULT PROFESSIONALS
- ONGOING COMMUNICATION WITH POLs

At Corpus Christi we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school.

REFERRAL FORMS & INFORMATION

PRE-REFERRAL – Desktop T drive:/Wellbeing/Special Needs/pre-referral form

REFERRAL FORM – CEVN Home / Student Support/ Adjustments & Supports/ CEM Referral Process / Referral and Parent Consent Form

Learning Diversity Leader will complete the referral, save in student's folder using data / information gathered from the classroom teacher / parents, seek signatures and provide a copy to the family prior to submission to CEM WRO

Review - the Intervention Process will be monitored and reviewed as required.

At Corpus Christi we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school.



St Andrew's Parish

CORPUS CHRISTI PRIMARY SCHOOL

29 RUSSELL STREET, WERRIBEE VIC. 3030

Telephone: (03) 9741 8440 – Facsimile: (03) 9741 8038

www.ccwerribee.catholic.edu.au

Intervention Referral – Discussion Notes

Child's Name:..... Grade:.....Teacher:.....Date:.....

OBSERVATIONS: What is/are your concern/s?

EVIDENCE: What evidence do you have to support your concerns?

Please complete the attached Student Assessment Data as this information will be required if a referral to CEM is lodged

LEARNING AND TEACHING BEHAVIOURS and EVALUATION: (What interventions / adjustments have been implemented? (include duration/frequency if applicable)

MEETING: Have you met with parents to discuss your concerns? Did they provide any further information?

I require a PSG: YES / NO

REFERRAL: has the child been referred before or had previous intervention? YES / NO

What information do you have from this?

Have you discussed your concerns with the child's previous teacher? Checked the file? Any changes?

At Corpus Christi we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school.

Student Assessment Data

1. Please complete this table to provide information regarding any assessments which have been completed for this student within the last 12 months, (include raw scores, percentiles and age equivalents where applicable).
2. Please attach to this summary a reading sample (e.g. Running Record, YARC or Neale) and a recent sample of the student's first draft of writing.

Assessment Instruments	Date test administered	Raw score	Age equivalent	Percentile rank	Stanine	Other or comment
• Record of Oral Language						
• Sutherland Phonological Awareness Test – Revised (SPAT–R)						
• Hearing and Recording Sounds in Words						
• High Frequency Word Test – Reading						
• High Frequency Word Test – Writing						
• Text Level						
• BURT						
• SINE – add what test and year level						
• Maths Assessment Interview – Growth Points						
• Peter's Dictation						
• Single Word Spelling Test						
• Other:						
• Progressive Achievement Tests – Comprehension						
• Progressive Achievement Tests – Mathematics						
YARC – York Assessment of Reading for Comprehension: <ul style="list-style-type: none"> • Accuracy • Comprehension • Rate 						
Peter Westwood One Minute Basic Number Facts Tests: <ul style="list-style-type: none"> • Addition • Subtraction • Multiplication • Division 						
• South Australian Spelling Test						
• Other:						

At Corpus Christi we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school.