



Statement of Practice - Students with Additional Needs and NCCD

Related documents

[CECG Nationally Consistent Collection of Data \(NCCD\) Policy](#)

[CECG Supporting Students with Additional Needs Policy](#)

[CECG Safe and Supportive Schools Policy](#)

[CECG Enrolment Policy](#)

[CECG Working with Externally Funded Health Disability and Wellbeing Service Providers](#)

[CECG Principals Guide – Meeting Students Needs Funding](#)

Related Legislation or Standards

[Disability Standards of Education 2005](#)

[Disability Discrimination Act 1992](#)

[Australian Education Act 2013](#)

External Links

[Link between the NCCD, DDA and Standard Infographic](#)

Summary

These procedures outline how St John the Apostle Primary School meets its obligation and processes to identify and support students with disabilities and additional needs and NCCD protocols.

The Procedures have been developed to assist staff in understanding and meeting their essential obligations when supporting students with disabilities and additional needs. It operates in conjunction with existing CECG policies and documents.

Vision of Inclusion

At St John the Apostle Primary School we believe:

- Education is a fundamental right for all children.
- We celebrate diversity and foster a learning environment where students are treated equitably and have equal access to learning.
- We have a collective responsibility to partner with students and families to accommodate all students' needs.
- Nurturing positive partnerships between all stakeholders achieves the best outcomes for students.
- We deliberately foster an inclusive and supportive environment where every student is welcomed and valued and can participate fully in the life and learning of the school.

Approach to Supporting Students with Additional Needs and Inclusion in Practice

The overarching responsibility for supporting students with additional needs at St John the Apostle Primary School is held by our Principal, who is supported by the Leadership Team and the Classroom



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Support Teachers. Our school promotes effective inclusion practices by building teacher capacity to support all students at a Tier 1 level through collaborative consultation and in class support, ongoing training and professional learning and effective current resourcing.

The Classroom Support Program

- Ensures the CE Priorities and Procedures are followed as outlined in the [CECG Supporting Students with Additional Needs Policy](#) statement.
- Collaborates with Classroom Teachers and Leadership Team to identify students who require additional support. This includes students who require Tier 2 & 3 interventions, enrichment opportunities and students who require further investigation to understand their learning needs.
- Collaborates with EALD teacher and Classroom Support Teacher to identify EALD learners who require additional support.
- Supports Classroom Teachers to write, monitor and review Personal Plans for students with additional needs (diagnosed and imputed) and to compile evidence to support Levels of Adjustment for NCCD reporting.
- Supports Classroom Teachers to write and review Personalised Plan Reports for students with additional needs (diagnosed and imputed).
- Supports effective collaborative consultation between classroom teachers, students, classroom support staff, school leaders and parents/carers.
- Plan, timetable, monitor and evaluate Tier 2 & 3 interventions for effectiveness.
- Collaborate with the Principal to identify current student need and meet NCCD requirements for census throughout the year.

Tier 2 & 3 Interventions

- Tier 2 and 3 interventions are delivered by the Classroom Support Teacher and the Classroom Support Assistants in the classroom and withdrawn from the classroom.
- Students in the bottom quartile of expected progress are prioritised.
- St John the Apostle utilises the MultiLit small group Literacy intervention programs; MiniLit Sage for Year 1 and 2 students (that effectively dovetails the Year 1 and 2 Tier 1 Literacy program, InitialLit) and MacqLit for Years 3-6 students as recommended by the CECG.
- MiniLit Sage and MacqLit are delivered to 1-5 students, 4 times a week.
- Reading support (systematic phonics program) is delivered 2-3 times per week for Tier 2 children.
- In class support is provided to students who do not meet the intervention criteria but do need extra support in the classroom.
- In class support is provided by Learning Support Teacher 1-2 times per week for extensive students to ensure Inclusion and differentiation is present.
- Some Classroom Support staff are involved in teaching Spelling Mastery groups. Students in Years 3-6 participate in Spelling Mastery, which is a differentiated program explicitly taught to levelled groups.



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Classroom Support Model

Identifying Students with Additional Needs

- *Pre-enrolment Screening Process* can include the student, parents/carers, Principal, and Classroom Support Teacher. Parents and carers are strongly encouraged to disclose whether their child has a diagnosed disability or any additional need to the Principal or their delegate. If there are concerns about the students learning or development, the Principal/delegate will inform the Classroom Support Teacher to discuss ways to identify the need and school's capacity to support them. With parent and carers' approval, this could include contact with previous schools, communication with allied health professionals and discussions with the CECG Inclusion Team.
- *School based Formal Assessment Schedule* provides student performance results which informs a data-driven identification process of student needs, timely intervention, and better student outcomes. These can include assessments such as DIBELS 8th Edition, PAT Reading, PAT Spelling and PAT Maths and MultiLit assessments such as WARN, WARL and WARP.
- Ongoing Classroom Monitoring and identification of student *needs* can be detected by Classroom Teachers, Classroom Support Teachers and Assistants, School Counsellor, Parents and Carers, external Allied Health Professionals and CECG Inclusion Team. The NCCD recognises that school staff have the professional skills to identify and impute a disability or additional needs. These concerns are communicated through professional dialogues, formal and informal, weekly Classroom Support Team meetings, weekly Principal and Classroom Support Teacher meetings, Classroom Support Staff meetings and ongoing communication with the CECG Inclusion Team.

Planning Practices

- Classroom Teachers support students with additional needs through quality differentiation and planning reasonable adjustments in classroom and assessment tasks to support their access to all curriculum areas. This is recorded in their teaching programs and daybooks.
- Personal Plans are an integral part of our response to planning for students with additional needs inside and outside the classroom. The meetings with Parents and Carers provide an opportunity to reflect on successes and how we can continue to plan forward and provide informed, targeted, and timely adjustments for their child to access the curriculum and fully engage in their learning.
- Extensive students and their case management team (Parents, Teachers, Learning Support Teacher, Classroom Support Assistants and external therapists) meet 1-2 times per term to discuss Personalised Plan goals and current adjustments in place for the child.
- Classroom Support Teacher observes all students who are 'Substantial or Extensive' level of adjustments to ensure differentiation and engagement is evident. The Classroom Support Teacher provides feedback to the Classroom Teacher regarding their observations.
- Personal Plans are written and reviewed in collaboration with the Classroom Support Teacher and in consultation with Parent and Carers. They are created and stored on the CEC NSW NETiD website and saved in the GDrive under Inclusion-Personalised Plan downloads.
- All students with a diagnosed and/or imputed disability require a Personal Plan. The Level of Adjustment is decided upon by the Classroom Teacher in consultation with the Classroom Support Teacher and the Principal for NCCD Census. It directly reflects the level of adjustment required to allow the student to engage in learning in the same way as their peers.

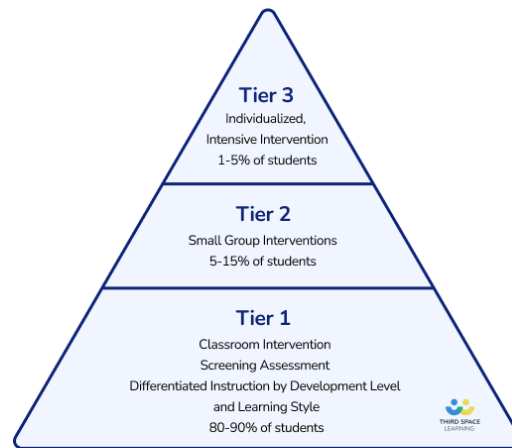


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- Two to three SMART learning goals are required for students on Personal Plans; they are reviewed every 10-15 weeks or as required.

Implementation Practices

- Classroom Support is implemented in and outside of the classroom. It is timetabled around school logistics, including key explicit learning times to ensure that students with additional needs can receive their Tier 1 teaching in addition to their Tier 2/3 intervention.
- Classroom Support utilises the 'Three-Tiered Intervention Model':
 - Tier 1 - Quality Differentiated Teaching Practices in the classroom
 - Tier 2 - Small Group Intervention in and withdrawn from the classroom
 - Tier 3 - Individual 1:1 Intervention in and withdrawn from the classroom



- Classroom Supports for inclusion may include:
 - Flexible timetabling, consideration of class grouping, time for planning
 - Specialist equipment such as slope desks, foot stools, seat cushions, weighted blankets, wobble stools, fiddle toys etc.
 - Curriculum delivery and assessment adjustments
 - Whole school supports such as targeted intervention programs
 - Accessing allied health services
 - Accessing additional personnel
 - Behaviour/safety plans included in the Personal Plan
 - Supporting students' social development and play
 - Access to sensory spaces to support regulation and participation.
- Ongoing communication and consultation between home and school is essential. Parents and Carers are informed if their child is receiving an intervention that is delivered outside of the classroom. Classroom Teachers are always the first point of call for communication about support concerns, then the Classroom Support Teacher and then Leadership Team.

Evaluation Process

- Student Progress evaluation involves class and whole school assessments and Personal Plan review meetings. The Planning Summary tab on the Personal Plans provide a box to briefly record notes from the Personal Plan Meetings with the Parents and Carers. More detailed



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notes are recorded on a meeting template in the GDrive under NCCD-Rosary Staff, Student Evidence folder under Communication.

- Intervention evaluation is undertaken twice per term by the Classroom Support Teacher and Assistants. WARN and WARL are administered to accumulate data on student progress and whether they have had a sufficient boost in the intervention program to only require Tier 1 intervention.

Feedback Process

- Feedback is provided to Parents and Carers in termly Parent/Teacher and Personal Plan Meetings. The student learning goals are reviewed as are the adjustments to make sure they are meeting the student's individual needs. Classroom Teacher and Classroom Support Teacher attend the Personal Plan meetings of students that's Level of Adjustment are Substantial or Extensive. Classroom Teachers are responsible for reporting back to parents on a regular basis.

Transition Process

- Effective transition processes are crucial to the continued progress for students with additional needs.
- Student transitions from year level to year level may include students with additional needs having more transition time with their new teacher and sessions than their peers, reverse transitions where the new teacher spends time in the student's current classroom and builds relationships in a familiar context, a teacher-to-teacher handover session where Personal Plans and adjustments are highlighted.
- All students on Personalised Plans are provided a social story at the conclusion of every academic year to support transition to the next year/teacher.
- Student transitions to and from other schools include open communication with educational colleagues, with Parent and Carer permission. If the school is a systemic school, we can share the Personal Plan with the new school and they can have an insight into the student's progress and goals, individual support adjustments which can result in a smoother and more successful transition to the new learning environment.

Classroom Support Role Descriptions

Principal

- Primary advocate for students with additional needs.
- Informs parents of the Classroom Support policy when taking new enrolments.
- Ensures that all staff have completed e-learning modules 'Disability Standards of Education (DSE).'
- Follows enrolment processes as required by the CE Enrolment Policy for Catholic Systemic schools.
- Facilitates the provision of an inclusive learning environment for all students.
- Liaises with the Classroom Support Teacher across all aspects of learning for all students.
- Provides information to whole staff on the enrolment of a child/children who has/have a disability and /or additional learning needs.
- Encourages all staff to attend relevant professional development opportunities as provided by CE Wellbeing and Diversity team.
- Ensures that submissions to support Students with Disabilities are prepared correctly and fairly.



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Classroom Teacher

- Advocates for students with additional needs.
- The Classroom Teacher has primary responsibility, at school level, for student learning.
- They cater for diversity at a Tier 1 level by differentiating learning and assessment tasks, and record how they differentiate and/or make adjustments in their program.
- Develop and maintain students' Personal plans in collaboration with Parents and Carers and Classroom Support Teacher
- Liaise with the Classroom Support Teacher
- Use diagnostic, formative, and summative assessment to check student progress.
- Complete assessment as per the CE Assessment schedule.
- Forward all external reports to the Classroom Support Teacher immediately.
- Direct Classroom Support Assistants while in their classroom.

Classroom Support Teacher/ NCCD Coordinator

- Advocates for students with additional needs.
- Supports regulation of students with complex needs when required
- Analyses student data in collaboration with the Classroom Teachers and Leadership Team, monitors low and high achieving students and considers their adjustment needs.
- Advised by Classroom Teachers when students are making limited progress after 10 weeks of intervention to place them on a Personal Plan.
- Oversee coaching of CSAs to support practice and skill development.
- Provide appropriate interventions.
- Support Classroom Teachers with advice and resources regarding adjustments and goal setting for students on Personal Plans.
- Support NCCD evidence collection by saving intervention plans in the Gdrive, with attendance pages and notes taken on students in intervention groups.
- Communicate with families regarding intervention, as appropriate.
- Support Classroom Teachers to review data, track 'at risk' students and provide advice about appropriate evidence for students being monitored for evidence to support Personal Plans
- Ensure appropriate evidence is recorded in programming for the students on Personal Plans, relevant to their Level of Adjustment.
- Support Classroom teachers/teams to meet NCCD deadlines and regularly check in.
- Advise staff of Personal Plan deadlines and share checklists with staff.
- Attend CE training and network days and share CE information with classroom teachers as needed.
- Create, revise and manage Classroom Support timetable and Playground/Office release timetable.
- Meet weekly with Classroom Support Assistants to discuss current learning and behavioural needs of students and interventions.
- Train/support Classroom Support Assistants to deliver interventions.
- Manage student reports from Allied Health Professionals and save all forms in student files.
- Liaise with Parents and Carers and Classroom Teachers to organise Personal Plan meetings.
- Collaborate with Front Office staff regarding students with a disability for census.
- Oversee Personal Plan moderation prior to the August census and document evidence of this moderation appropriately.



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- Update staff at the admin meeting as needed regarding Personal Plans/NCCD checklists, compliance, and upcoming Professional Learning opportunities.
- Facilitate an 'open door' for staff seeking support for their students where advice/resources are given readily and students who may need tracking for future Personal Plans can be discussed.
- Review student external reports from Allied Health Professionals and meet with classroom teachers and parents to discuss the implications on school learning.
- Initiate and maintain positive relationships with families and document all communication where the Classroom Support Teacher was present for the interaction (e.g meetings including the classroom teacher), phone calls and emails in the GDrive under Inclusion Drive- Students
- Facilitates intervention groups.

Classroom Support Assistant

Classroom Support Assistants are employed to support Students with additional needs, the Classroom Support Teacher and Classroom Teachers and are valued members of the school Support Team. The main roles of the Classroom Support Assistants are to provide support for the Classroom Teacher so that all students with additional needs achieve their learning potential and to deliver interventions.

- Advocates for students with additional needs.
- Works with small groups of children (Tier 2) or individually 1:1(Tier 3) in the classroom as directed by the Classroom Teacher with particular attention to students with additional needs.
- Delivers intervention to small groups of children (Tier 2) or individually 1:1(Tier 3) withdrawn from the classroom.
- Delivers and records 1:1 reading with students whose composite score on Dibels is intensive level.
- Builds positive relationships with students so they can recognise when a student is becoming dysregulated and are able to intervene in a calm and purposeful manner.
- Reports relevant aspects of student progress to the Classroom Teacher and the Classroom Support Teacher, as needed.
- Prepare specialised materials as directed by the teacher and/or Classroom Support Teacher
- Implement programs designed by the Classroom Teacher or Classroom Support Teacher
- Support students by listening, directing, explaining, reassuring, encouraging, redirecting and reinforcing.
- Supervise, monitor, and stocktake the use of specialised equipment and resources as needed.
- Provides 2:1 personal care support to students as required.
- Access and use school wide behaviour management techniques as are used in the classroom.

CSA General School-wide duties include:

- Provides support to other members of the Classroom Support Team
- Provides clerical and administrative services as needed.
- Provides general student management and pastoral approach in the school in all contact with students.
- Carrying out duties for whole school activities such as support at sporting events and special days.



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- Provide student supervision under teacher guidance.
- Provide 1:1 support on the playground for students with extensive level of adjustment to encourage and develop their social skills.
- Attend Classroom Support team meetings weekly.
- Always maintain confidentiality of students and families.