



Black Hill Primary School

Interventions Policy

Supporting students with additional needs



Help for non-English speakers:

If you need help to understand the information in this policy, please contact the school on 03 53324544

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. Intervention is predominately addressed by the classroom teacher.

Black Hill Primary School supports all students by:

- building mutual respect and promoting 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

- assessing children at risk and identifying their needs through analysis of data, some of which include NAPLAN, Risk Scale, Essential Assessment Number anecdotal notes, surveys and tests, depending on students entry point,
- providing regular running records or reading conferences, as well as guided reading, writing and word study,

- referring children to DET Student Support Services or external agencies for further assessments, therapy and intervention,

Strategies include working with parents and students by:

- 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 Wellbeing Plans,
- developing Sensory Programs,
- developing programs and Individual Learning plans to improve skills,
- developing Behaviour Support Safety Plans,
- providing counselling and support as required utilising Student Support Services and other agencies within the region,
- ongoing monitoring and evaluating of emotional, academic and social wellbeing of all children,
- developing a consistent language and expectations between home and school.

Implementation:

- All students are assessed regularly to determine their point of need for emotional, academic and social wellbeing in line with the Curriculum Assessment Schedule and Risk Scale checklist.
- Year level Professional Learning Teams identify students who require additional support or intervention.
- A list of students requiring or receiving additional assistance will be stored on the student tracking database on Staff Shared drive 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 involved.
- Close cooperation and communication between carers/parents, 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 have the opportunity to observe intervention programs in operation to inform Individual Learning Plans developed in consultation with Education Support Staff.
- Teachers must follow up progress of students receiving additional assistance and report learning growth to parents once a term 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:
 - Bridges (Literacy interventions)
 - QuickSmart (Mathematics intervention)
 - Making up Lost Time in Literacy (Multi-Lit)

- Speech Therapy Assistance Program (STAP)
- Blast off to Reading (reading support)
- Life skills
- Resilience, Rights and Respectful Relationships,
- Koorie Education- Cultural awareness and Literacy support.

This policy is to be read in conjunction with Managing Challenging Behaviour policy.

Evaluation

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

Created date	August 2017
Consultation	Staff, Parents, Black Hill Primary School Council Sub-Committee
Endorsed by	Black Hill Primary School Council and school principal
Endorsed on	August 2023
Next review date	August 2026

