



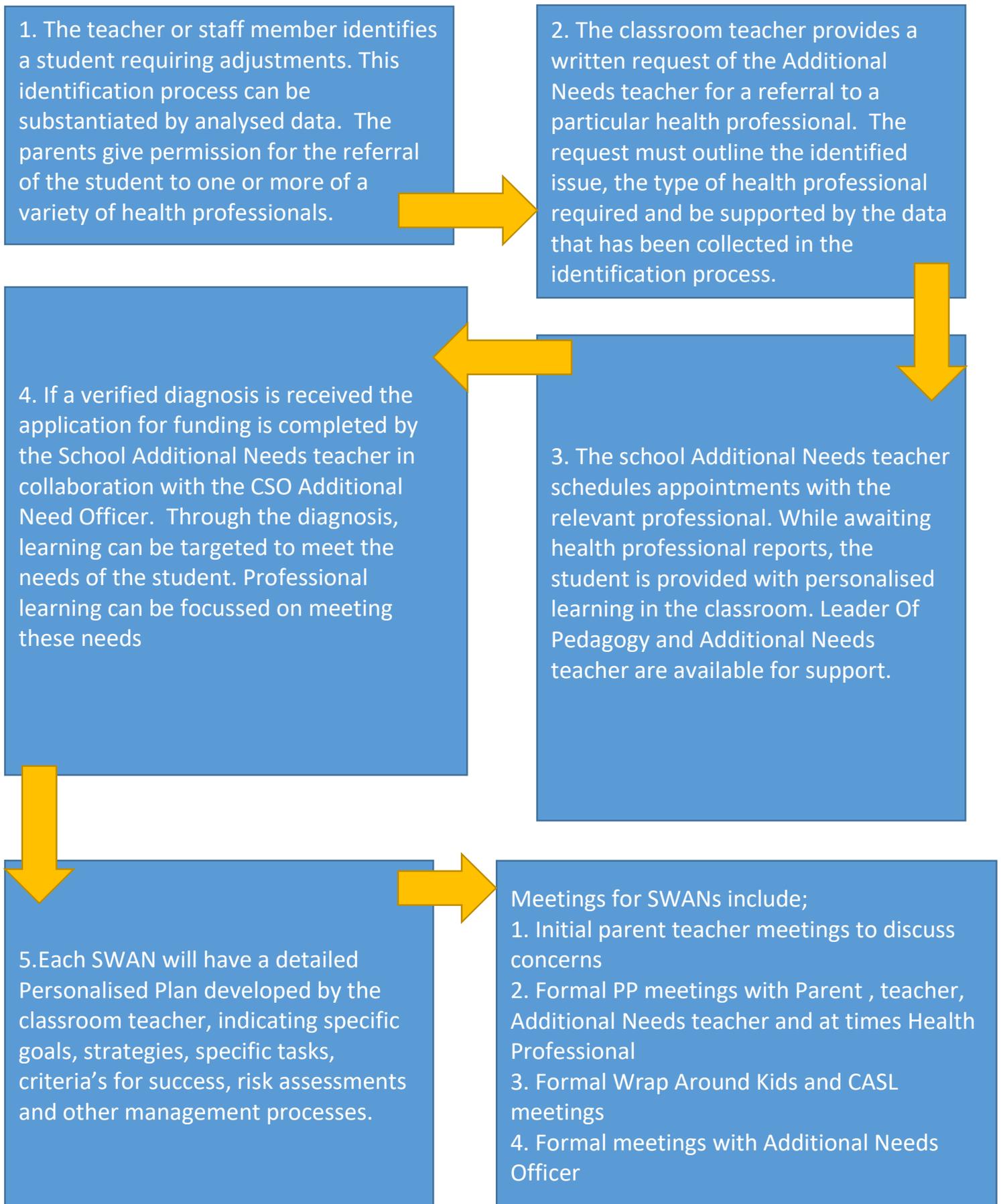
## St Joseph's Primary School South Grafton Professional Learning Community Additional Needs Procedures 2019



The following information explains the Additional Needs process from identification through to verification and ongoing classroom operations;

1. Identification
2. Referral to a variety of Health Professionals
3. Accessing the Health Professionals
4. Applications and Submissions for verification of students
5. Personalised Plans
6. Variety of meetings
7. Tiered Intervention and Classroom operations
8. SWANs and the Discipline Policy

## THE PROCESS



### 1. Identification

The SWAN identification process involves;

- observations of the learning and social behaviour leading to the use of checklists or other diagnostic procedures.
- analysis of the student work samples
- professional and confidential conversations with previous teachers, supervisors and Additional Needs teacher.

## **2. Referral to a variety of Health Professionals**

The classroom teacher seeks the Additional Needs teacher for advice on referral to a particular health professional. The request must be supported by data and/or observations.

## **3. Accessing the Health Professionals**

The school A.N. teacher schedules appointments with the relevant professional

While awaiting professional reports, the student is provided with personalised learning through explicit teaching at SPOT X,

## **4. Applications and Submissions for verification of students**

Once the student is identified as a SWAN The School's Additional Needs teacher and the CSO Additional Needs Officer will submit the application on behalf of the student, the school and the teacher.

Once a student is identified as a SWAN, the following occurs;

1. It provides funding for the school and possibly the students family to access support.
2. A plan is formed. The diagnosis will provide access to the correct health professional and with this comes more strategies specific to the needs of the student. These strategies are then able to be integrated into the students existing PP to further manage the students learning.

## **5. Variety of meetings**

Meetings are an important aspect of SWANs. Communication is key, particularly between the school, the parents and any Health Professionals.

- **Initial parent teacher meetings to discuss concerns.** This is the first step, meeting the parents and making it known that you believe the student requires adjustments in order to fully access the curriculum. This should be done in consultation with the additional needs teacher.
- **Preliminary meetings with Health Professionals**  
Communication and collaboration is facilitated between Health Professionals, classroom teacher, Additional Needs teacher and parents.
- **Formal PP meetings with Parents, Classroom Teacher, Additional Needs teacher and Health Professionals**  
During this meeting the PP is built and/or amended. SMART Goals are set to address the learning, health and/or social needs of the SWAN.
- **Formal Wrap Around Kids meetings**  
The local medical practitioner with Paediatric experience attends a meeting. The parents, teacher and Additional Needs teacher discuss a students' need for further professional care or reassessment of the use of medication
- **Formal meetings with CSO Additional Needs Consultant**

Collaborative Assessment of Student Learning (CASL) meetings and professional learning opportunities are provided by the CSO Additional Needs Officer in an attempt to enhance the classroom teachers' skills in managing all aspects of a SWAN.

## **6. Personalised Plans**

These are electronic web based documents accessed through the Catholic Education Commission website. These are accessed to update the SWANs information regarding specific goals, strategies, specific tasks, growth, criteria for success, risk assessments and other management processes. These documents are accessed by the Catholic Schools Office and the Additional Needs Officer for Quality Assurance and funding information.

## **7. SWANs and the Discipline Policy**

SWANs are expected to follow the School Discipline Policy. The school may need to apply adjustments and/or support mechanisms for SWANs as identified through risk assessments and/or professional recommendations.

**A teaching practice, strategy or program is considered true intervention if it is available to every student.**

**Intervention provides support to all learners regardless of where they are situated in their learning journey.**