

## CATERING FOR INDIVIDUAL NEEDS POLICY

### PHILOSOPHY

Mount Waverley North Primary School acknowledges that an inclusive curriculum is important to ensure all students are challenged, supported, engaged and represented. Furthermore, we recognise there is a need to cater for the specific needs of individuals in order to maximise their full potential.

### PURPOSE

To ensure a purposeful, comprehensive and flexible curriculum aligned to the Victorian Curriculum, Early Childhood Framework and Abilities Based Learning and Education Support (ABLES) is provided to all students in order to reach their full potential.

### IMPLEMENTATION

- All curriculum programs will
  - be inclusive of all students.
  - be differentiated ensuring experiences can be supported, modified, enriched, extended and broadened.
  - actively engage students in rich, open ended and purposeful learning to maintain motivation, engagement and connectedness to school.
- A range of assessment tools will be used to ensure accurate assessment of student understandings and future learning needs.
- Students will have access to internal and external programs and resources to support their learning.
- Personal and public means will be used to acknowledge and validate achievement.
- Students working more than 12 months ahead or 6 months or more behind the expected level will have an Individual Learning Plan developed for them to focus on their particular area/s of need. Each ILP will be reviewed at least twice a year.
- English as an Additional Language (EAL) students assessed against the EAL Continuum will be supported through the school's EAL program. An ILP may be created where deemed necessary through consultation with the parent/s, classroom teacher, EAL Specialist and Principal Team.
- Students funded under the Program for Students with Disabilities will have their needs met as per the school's Program for Students with Disabilities Policy.
- Student Support Groups:
  - will be established for all students achieving 12 months or more below the expected standard in English and Mathematics;
  - will be developed to plan for and monitor a program to meet the individual needs of the student;
  - will include a member of the Principal Team, parent/s, classroom teacher and if appropriate Education Support staff (ES);
  - will be held at least once per term, with minutes distributed to all members;

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| <b>Effective Date:</b>     | November 2018                        |
| <b>Review by Date:</b>     | November 2022                        |

- will also be established for students requiring social / emotional support;
- may include DET School Support Service Officers (SSSO) and/or external health practitioners – (psychologists, speech pathologists, social workers, occupational therapists, behaviour specialists, paediatricians), or others as appropriate.
- Communication with relevant consultants and support agencies will be undertaken on a needs basis.
- Professional Learning catering for the relevant needs of our students will be made available to all appropriate staff. This includes but is not limited to:
  - Students requiring physical, mental, social or academic support as a result of a diagnosed disability.
  - Students requiring support in learning as a result of academic or social-emotional needs.
  - Students requiring extension in learning.
  - Students who attract Program for Students with a Disability (PSD) funding

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