



STUDENTS WITH SPECIFIC ADDITIONAL LEARNING NEEDS POLICY, INCORPORATING VARIATIONS TO STANDARD IB-MYP REPORTING AND VCE / VCAL SPECIAL PROVISION

RATIONALE

Sacred Heart College recognises that all students in Years 7-10 are considered part of the International Baccalaureate Middle Years Program, however, in order to meet the unique educational needs of a small number of students with learning disabilities, chronic health disorders and / or additional learning needs, adjustments need to be made to vary the reporting process and format for these students.

VCAA aims to provide students in defined circumstances with the opportunity to participate in and complete their senior secondary level studies. Senior students who are completing either VCE or VCAL and require modification to assessment will have fair and reasonable arrangements and options made available.

In addition to this, it is a requirement of schools that teach students funded by Catholic Education Melbourne to provide these students with a reporting format known as a Personalised Learning Plan (PLP). An education in the Mercy tradition invites us to cultivate certain values in order to develop fully our own God given talents. This policy reflects the Mercy values of Justice and Compassion – a genuine care for our most vulnerable students and fairness and equity in terms of their ability to access the curriculum and achieve their learning goals.

DEFINITIONS

Funded student: A student funded under the Students with Disabilities (SWD) program is a student who has a diagnosed disorder under one or more of the following seven categories:

- i) Chronic Health;
- ii) Physical Disability;
- iii) Hearing Impairment;
- iv) Vision Impairment;
- v) Intellectual Disability;
- vi) Social-Emotional Disorder and /or
- vii) Severe Language Disorder.

These students' conditions have been assessed as having a significant impact on their ability to access the regular curriculum. Their condition has been assessed by educational and allied health professionals and the student has been made eligible for funding for extra support within the school setting. At Sacred Heart College, the funding is provided by Catholic Education Melbourne.

Personalised Learning Plan (PLP): A Personalised Learning Plan is a specific report format that must be provided for all funded students. Individual subject teachers must indicate on the report format what tasks or skills the students may be assessed on which may vary from the other members of the class and a list of support strategies that are used to maximise learning within the subject.

Due to the varying nature and severity of conditions with which our students present, it is necessary to provide three levels of differentiated Individual Learning Plans (ILP) - the ILP 1, ILP 2 and the ILP 3.

Director of Learning and Teaching 7-10: The staff member who is responsible for implementing and administering the learning, teaching and curriculum across Years 7-10, namely the International Baccalaureate Middle Years Program (IB MYP).

Director of Senior School: The staff member who is responsible for implementing and administering the learning, teaching and curriculum across Year 11 and 12, namely the VCE or VCAL programs, incorporating VET units and Year 10 students undertaking units of senior study.

Learning Enhancement Coordinator: The staff member responsible for obtaining funding and overseeing the programs of students with special learning needs, both those who require assistance and those who require extension. The Learning Enhancement (LE) Department also comprises members of the teaching staff with special expertise and Learning Support Officers (LSO).

POLICY STATEMENT

MIDDLE YEARS PROGRAM REPORTING

The PLP and the role of the Program Support Group (PSG)

Each SWD funded student is required to have an Individual Learning Plan. In Term 1 each year, Learning Enhancement staff are to meet with all SWD students and their parents to develop the specific strategies and goals required for the PLP. Those specific adjustments are communicated to teaching staff, who draw upon them to develop those which are listed in their subject specific reports. In each subsequent term, contact is made with the parents again at a face-to-face meeting, a phone conference or via email. Goals and strategies are reviewed at this time and adjusted as necessary.

Category 1: Funded Students

- In December the Director of Learning and Teaching 7-10 and the Learning Enhancement Coordinator meet to determine which of the SWD students enrolled in the IB MYP for the following year can remain within the IB assessment and reporting parameters.
- The Learning Enhancement Department informs teachers of the identity of these students and provides useful information and teaching and learning strategies as soon as their information becomes available. Teachers are invited to plan their units and assessments with LE staff support.
- For those students whose physical or cognitive capacity requires special consideration, provision exists for the school to exempt such students from subjects where their full participation is impossible, eg. PE or Dance.
- The Director of Learning and Teaching 7-10 informs teachers of special circumstances for these students relating to the IB MYP.
- The Personal Project Coordinator will consult with the LE Coordinator to determine if these students will complete a modified Personal Project.
- The LE Department make staff aware of any other special consideration necessary to allow these students to access the curriculum.
- These students will receive an ILP 1 or ILP 2, depending upon their ability to meet the MYP objectives.

Category 2: Students with Specific Additional Needs for whom SHC does not receive SWD funding

- Director of Learning and Teaching 7-10 and the Learning Enhancement Coordinator determine which students fall under this category.
- The status of these students may change throughout the year and the Learning Enhancement Coordinator notifies staff if this is the case.
- These students are expected to complete a Personal Project, which may or may not be adjusted.

- These students are identified and information disseminated to staff in the same way as funded students.
- Tasks for these students are modified to an extent as determined by the teacher, with the support of the LE staff.
- These students may be exempted from IB assessment and reporting (and other IB program requirements) on the basis of the following criteria:
 - The student has a diagnosed disability with current documentation (24-month currency).
 - The learning disability has been shown to have measurable impact on their academic ability and prevents them from engaging fully with the mainstream curriculum.
 - There is a request made by the parent/guardian to the Director of Learning and Teaching 7-10 and/or the Learning Enhancement Coordinator to make adjustments the student's program in response to their specific needs.
 - The student is withdrawn from one of the compulsory subjects of the IB MYP (and is timetabled appropriately).
 - The student continues with the remainder of the IB MYP subject selection requirements where possible.
 - The parent/guardian signs the student's pathways (subject) selection form and understands that the student will not be eligible for the IB MYP certificate. A copy of the signed form is retained by the school.
- If a task is significantly changed so that it no longer satisfies IB MYP objectives, a tick will appear beside the task indicating that it has been adjusted.
- The tick will also appear alongside the 1-7 IB MYP level given for a subject.
- Many of these students will only require effective adjustments in order to remain wholly within the parameters of IB MYP assessment and reporting.

Category 3: Students with other Diagnosed Conditions or Special Circumstances

- A third group of students exists who may or may not fall within the assessment and reporting parameters of the IB MYP.
- Their status and circumstances may alter throughout the year.
- These students may be identified in a number of ways, eg. through the Deputy Principal or Year Level Coordinator (YLC).
- Their status under this category will be established by the relevant DP.
- Staff will be informed of these students by the Learning Enhancement Coordinator or The Director of Learning and Teaching 7-10.
- These students will be expected to complete the Personal Project, which may or may not be adjusted.
- These students will generally fall within two subgroups for Category 3:

Category 3a:

These are students who remain within the IB MYP assessment and reporting parameters, but will not be eligible for the MYP certificate at the end of Year 10:

- Students who enrol at SHC after the beginning of Semester 2 Year 9.
- Year-long exchange students and those who miss a full semester or a period of six months across terms 2 and 3.
- Students suffering from a diagnosed and/or documented illness that may cause a limit to the number of subjects studied and/or time spent at school. These students may be reported upon in the same way as the students in Category 2.

Category 3b:

These are students who remain within IB MYP assessment and reporting parameters and remain eligible for an IB MYP certificate at the end of Year 10:

- Students in Years 7-9 who have valid absences up to a term in duration can be given an estimated grade for IB subjects.
- Students in Year 10 must be assessed against each objective at least once and can then be given an estimated grade in the event of a valid long-term absence.
- Teachers will be informed of any special reporting requirements on a case-by-case basis as the need arises by the Director of Learning and Teaching 7-10.

SENIOR SCHOOL PROGRAM

Individual students may need special provisions in their learning program to achieve the learning outcomes and in assessment to demonstrate their learning and achievement.

Special Provision is available for students completing the VCE or VCAL for classroom learning, School Based Assessment and VCE external assessments.

Students may be eligible for Special Provision if, at any time, they are adversely affected in a significant way by:

- i) an acute or chronic illness (physical or psychological),
- ii) factors relating to personal circumstances,
- iii) an impairment or disability, including learning disorders.

Students who are eligible for integration funding may not necessarily meet the eligibility criteria for Special Provision in the VCE or VCAL.

The Director of Senior School, in consultation with the Learning Enhancement Coordinator, may approve special provisions and arrangements for both classroom learning and School Based Assessments. Possible strategies can include rescheduling classroom activities and assessment tasks, allowing students extra time to complete work on an assessment task, using technology, person or other special arrangements or replacing a task with a different type.

Special Examination Arrangements applications are made to VCAA through the College and must be endorsed by the Principal. VCAA will make the final determination on these applications in line with the Special Provision Guidelines in the VCE and VCAL Administrative Handbook.

In determining any application for special provision the Director of Senior School will be guided by the VCE and VCAA Administrative Handbook.

ASSOCIATED PROCEDURES

Applications for SWD Funding to the CEM.

Registration of MYP students to the International Baccalaureate Organisation.

LE Department to issue list of students who fall under Categories 1 and 2 to staff.

LE Department to provide Teaching and Learning strategies for Category 1 and 2 students on the College intranet.

LE Department to compile a list of comprehensive strategies that teachers can access in order to develop their PLPs.

List of students requiring PLP formats to be provided to the IB office and the Director of ICT.

Teachers to submit PLP formats to the IB office when requested.

RELATED DOCUMENTS

LE Department student identification list.

LE Department student records.

LE Department list of student support strategies for the PLP.

SHC Assessment and Reporting Handbook - updated annually.

VCAA VCE and VCAL Administrative Handbook

IB Principle and Practices Handbook

Date Approved: 19 May 2016

Name: Anna Negro

Signature: _____

Author: Principal

Date presented at Council Meeting: 19 May 2016

Person Responsible for Implementation: The Deputy Principals of Junior and Middle School, The Director of Learning and Teaching 7-10 and the Learning Enhancement Coordinator.

Last Amended: May 2016

Next Review Date: 2017