

## **PHASE 1**

### **– Initial Identification of Diverse Learning Need**

#### **1) Desired Outcomes**

- Identify diverse learning need.
- Follow process for referral to DLNC.
- Work samples, annotated anecdotal records related to the Diverse Learning Need and DLNC referral form are collected and completed.

#### **2) Process**

- Classroom teacher initiates initial contact with parent regarding diverse learning need and outlines procedure for referral to DLNC.
- Classroom teacher briefly records on the referral form, the information shared by the parent at the initial contact.
- Classroom Teacher requests the relevant documentation from parents to form part of the referral. E.g. Specialist reports, hearing and sight tests.
- Classroom Teacher gathers work samples, makes annotated anecdotal records related to the Diverse Learning Need and completes DLNC referral form.

## **PHASE 2**

### **– Initial Diverse Learning Needs Committee Meeting**

#### **1) Desired Outcomes**

- Diverse Learning Needs Committee is formed which will include:
  - a) Member of the Leadership Team (Chairperson)
  - b) Guidance Councillor (GC)
  - c) Support Teacher Inclusive Education (STIE)
- Meetings are conducted every fortnight as necessary.
- Educational adjustments are explored.
- A record of the minutes is made available for all team members.
- A partnership with parents (and where appropriate, with the student) is established through the classroom teacher in the initial identification process.

#### **2) Process**

- Classroom Teacher provides the Evidence and Data gathered on student to the DLNC.
- DLNC explores and discusses the data provided on the student.
- DLNC makes recommendations for either/or further in-class monitoring, in-class support and/or further investigation which may include:
  - a) Plan data gathering actions and responsibilities
  - b) Suggest programs for in-class support with School Officer

## **PHASE 3**

- Data Gathering**
- In-Class Support**
- In-Class Monitoring**

### **1) Desired Outcomes**

- Specific information about the student's history, the student as learner and the required educational adjustments are explored
- Data relevant to enrolment application is gathered to inform the needs and adjustments required for the student to access the curriculum.
- If necessary Student Support Meeting is arranged.

### **2) Process**

#### **a) Data Gathering**

- STIE, GC, Support Staff- Observe/Collect Data, perform assessments in areas related to needs. Data relevant to the student e.g. medical diagnosis, school and available support is gathered.
- Relevant personnel as listed on the Information Access Permission Form (Appendix 1) are contacted as required.
- Observations are recorded where relevant.
- STIE collates relevant data and reports and informs Principal regularly regarding all gathered data and reports.
- Prepare for PHASE 4 Student Support Meeting if necessary.

#### **b) In-Class Support**

- STIE and Classroom Teacher gathers resources, in-services School Officers.
- STIE and classroom teacher evaluate the effectiveness of program and assess ILP

#### **c) In-Class Monitoring**

- Classroom teacher continues to observe the student in a classroom setting and informs STIE of any significant changes in the need or behaviour, otherwise monitors the student's progression.

## PHASE 4

### – Student Support Meeting

#### 1) **Desired Outcomes**

- Information gathered in PHASE 2 and PHASE 3 is shared and clarified
- Parental expectations and what the school can provide are explored and clarified. Where appropriate students expectations are explored and clarified.
- If appropriate, the Educational Adjustment Program (EAP) and relevant documents are clarified and discussed.
- Reasonable educational adjustments are clarified and planned within the teaching and learning program for the student.
- If appropriate, the nature and scope of alternative educational provisions are explored and clarified.
  
- **Student Support Team Members**
  - Admin member- P-2 **Joanne Riddell APRE**, Yr 3-6 **Chris Clurey APA**. **David Sewell – Principal** may be involved also.
  - Guidance Counsellor (GC) – David Higgins
  - Parents(s)/Guardian(s)
  - Student if appropriate
  - Classroom Teacher
  - STIE

#### 2) **Process**

- Share information gathered in PHASE 2 and PHASE 3.
- Explore parental expectations and what the school can provide.
- Explore where appropriate students expectations.
- Any new relevant information is tabled.
- Record of student support meeting is made (see Appendix 4) and at completion of meeting is made available to all Student Support Team Members
- If appropriate, the Education Adjustment Program (EAP) and verification process is discussed
- Input is invited from all members while information is presented and discussed
- Reasonable educational adjustments are considered.
- If appropriate, the scope and nature of alternative educational provision(s) are discussed
- Team Members informed of the timeline and process for decision regarding the student's need.

## **PHASE 5**

### **– Verification Process**

#### **1) Desired outcomes**

- A medical diagnosis is attained.
- Confirmation that a student meets the Department of Education and Training (DET) eligibility criteria for one or more of the following six disability categories recognised in the Education Adjustment Program (EAP):
  - Autism Spectrum Disorder (ASD)
  - Hearing Impairment (HI)
  - Intellectual Impairment (II)
  - Physical Impairment (PI)
  - Speech-Language Impairment (SLI)
  - Vision Impairment (VI)
- EAP consent form is filled out:  
<http://education.qld.gov.au/students/disabilities/adjustment/verification/docs/eap1.doc>
- Application for Verification through AIMS is Verified or Rejected.

#### **2) Process**

##### **1. Information Gathering**

- Informed parent consent to proceed through the steps of the Education Adjustment Program (EAP) is recorded using the EAP Consent Form (EAP 1 updated 2009).
- The school team gathers information from a range of sources in order to assist in curriculum and program planning to meet needs and utilise strengths of the student.

##### **2. Investigating a disability**

- The school DLNC considers available information about the impairment (as assessed or diagnosed by the relevant recognised specialist) and the activity limitations and participation restrictions in the school setting for the EAP disability category being considered.

##### **3. Request for Verification**

- Data gathered is recorded on the appropriate EAP Verification Form <http://education.qld.gov.au/students/disabilities/adjustment/verification/forms.html> The school principal requests verification and confirms that appropriate procedures have been used within the school, relevant actions have taken place on the Adjustment Information Management System (AIMS) and appropriate agreement has been reached with parents.

##### **4. Verification**

- The state-wide verifier considers the information provided according to DET criteria.
- The verification decision is entered on AIMS.
- If the verification request is accepted as meeting the DET criteria, the school may submit an EAP Profile.

## 5. Review of Verification

- At the time of the verification decision, the state-wide verifier may request a review of criterion 1 and/or 2. The criteria to be reviewed, and the review date, will be recorded on AIMS.
- Schools and parents may request a review of verification at any time.

### **PHASE 6** **- School Action Plan**

#### **1) Desired Outcomes**

- School Action Plan is developed
- IEP is developed and implemented
- Nominated funds of SWD funding is allocated
- IEP is reviewed and adjusted appropriately

#### **2) Process**

- The STIE develops a School Action Plan (see Appendix 5) in consultation with the Classroom Teacher, Leadership Team and GC where appropriate. The School Action Plan should be based upon student considerations, family considerations, school community leadership / administrative considerations, curriculum considerations and pedagogical considerations. This *may* include:
  - An Individual Educational Plan (IEP)
  - A Social Competency Development Plan
  - A Medical Management Plan
  - A Staff Training Plan
  - A Built Environment /Access Plan
  - A Resources Acquisition Plan
  - Education Adjustment Program (EAP) Process
- STIE and Classroom Teacher maintain communication to monitor progress in relation to the School Action Plan.
- Student Support Team meets as appropriate to review/plan/monitor student's progress towards achievement of educational outcomes considering the provision of reasonable adjustments.

# APPENDIX 1



## INFORMATION ACCESS PERMISSION

### for Students requiring Significant Educational Adjustments



### PHASE 3: Data Gathering

In accordance with the Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments (Brisbane Catholic Education 2006) and the Brisbane Catholic Education Privacy Statement, permission is given by the parent/s or guardian/s of a student to allow the Principal or school representative to contact, collect and record any relevant information (either orally or via documentary material or reports) about the child.

I/We ..... (Parent/Guardian) hereby authorise and direct ..... (Principal or School Representative) to collect information (either orally or via documentary material) from the following, who *may* hold relevant information in relation to my child .....(name) .....(date of birth)

	Organisation	Personnel	Contact Details
Current Setting			
Current Setting			
<b>Medical:</b>			
General Practitioner			
Paediatrician			
Psychiatrist			
<b>Additional Services:</b>			
Speech Pathology			
Occupational Therapy			
Physiotherapy			
Psychologist			
Guidance Officer			
Guidance Counsellor			
Advisory Visiting Teacher			
Other			

I understand and acknowledge that the information will be shared and stored by Brisbane Catholic Education organisation strictly for the purpose of enrolment application and ongoing education provision.

Signature: ..... Date: .....