



SPECIAL ASSISTANCE POLICY

Purpose:

To contribute to the provision of success in learning for children with needs identified as differing from those able to be addressed in the context of mainstream teaching.
To assist in the development of self esteem of the children as learners.

Guidelines:

1. Identification of special assistance needs will be the responsibility of the classroom teacher, in collaboration Student Welfare Coordinator.
2. Early intervention will be a priority for the provision of special assistance.
3. Available resources will, as a matter of priority, be directed towards addressing literacy and numeracy special needs.
4. Available resources will be used to target needs that are regarded as likely to be successful in the first instance.
5. The provision of special assistance will be associated with regular communication with parents.
6. The provision of special assistance will be associated with appropriate information sessions for staff and parents to skill them in their role of supporting student learning.
7. Outside support agencies will be enlisted to guide the provision of special assistance in the school.
8. The provision of special assistance will be regularly monitored.
9. Individual and group intervention programs should be considered.

Implementation:

1. Development of the special assistance program to operate within the school for a given year will involve staff representative from all units within the school.
2. The overall 'Special Assistance' program will be coordinated by the Student Welfare Coordinator in conjunction with year level coordinators.
3. At any time staff will be asked to identify students requiring special assistance and raise their concerns with the Student Welfare Co-ordinator. Benchmark standards available within the school, or purpose specific assessments may be used to assist in this identification process.
4. The classroom teacher will, in general, be responsible for the identification of needs and planning of activities for special assistance facilitators to implement.
5. Specific special assistance programs undertaken for children will be based on strategies and activities trialled and currently implemented within the school.
eg. Reading Recovery, SELL program, Individual Learning Plans etc.
6. Available staffing resources will be considered in determining the school's ability to support the special assistance needs of individuals and groups.
7. Children who are involved with programs planned in consultation with support services will be given a priority in the receipt of special needs assistance.

Evaluation:

1. Teachers involved in the facilitation of the special assistance programs will review the progress of each child involved with the class teacher/coordinator as appropriate.
2. The monthly meeting of the Wellbeing Committee will be used to provide ongoing monitoring of:
 - individual and grade level support required and undertaken.
 - referrals.
 - welfare and support issues of a whole school nature.
3. The 'Special Assistance' policy will be the subject of review through the established policy/program review processes of the school.

Policy last reviewed	2022
Consultation	school council, staff
Approved by	Principal
Next scheduled review date	2025