



Learning Support Policy 2025

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Introduction

The Disability Discrimination Act and Disability Standards in Education provide the basis for all practices at Yallingup Steiner School in relation to Education Support.

The school will endeavour to provide an educational experience for all children that is inclusive and informed by individual educational needs, preparing students for ongoing education and meaningful community life.

It is the school's objective that all students will have access to the Australian Steiner Curriculum Framework, at a level which supports their learning needs and ensures incremental progress, whilst students are enrolled.

Yallingup Steiner School maintains and respects equal opportunities for all students irrespective of gender, religion, race, ethnicity or disability.

This Policy aims to support students at educational risk in the most practical and effective way possible within the physical, financial and human resource access reasonably achievable within the school.

Strategies for Management of Students at Risk

Good practice for managing students at risk is identified by the school to include:

- collaboration between school, caregivers, health professionals and other relevant bodies.
- development of assessment guidelines for teachers that assist in monitoring, identification and timely intervention.
- Professional Development provision for teachers and support staff.

Parents must agree to provide all known and relevant information at the point of enquiry and before enrolment is accepted, to enable the school to determine capacity to support each child's needs.

A Supplementary Information for Children with Disability form is provided in the enrolment documents to collect relevant information during the application process.

Identification of Students Requiring Support

Students requiring support may include:

Those who are at risk of not achieving the outcomes described in Australian Steiner Curriculum Framework and the Melbourne Declaration on Educational Goals for Young Australians.

Identification points may include:

- students whose achievement level, rate of progress or behaviour differs noticeably from past performances and/or that of their peers

- a student who is not actively engaged in their schooling
- a student who has a diagnosed learning difficulty
- a student with a disability which prevents or hinders the child from making use of the educational facilities provided for children of the same age.
- an under-performing student who has demonstrated good capacity in the past
- Indigenous students experiencing cultural disparity
- English as a Second Language (ESL) students
- students from other diverse cultural backgrounds

Ongoing Assessment and Data Collection

Monitoring individual student progress on a regular basis and continuous assessment is embedded in the school's operations. Parents are routinely kept informed by teachers when a concern arises.

Identification of learning support needs and access to the school's inbuilt provisions involves the gathering of information and data about the student and forming a judgement on how the school might begin to address those identified needs.

The school will consult the following sources of information:

- enrolment documentation
- records from other schools
- Class Teacher checklists, assessment tasks and anecdotal records
- diagnostic test results
- standardised test results
- bench-mark test results

It is requested that caregivers provide the school with updated results or diagnoses attained by outside providers, to assist with planning and support provision. This may include:

- paediatric health reports
- allied Health reports from Occupational, Speech, Physical, psychological or other therapists
- dyslexia/dyspraxia screening results
- medication profiles

All information provided will be handled with sensitivity and within privacy law and shared amongst staff on a need-to-know basis. The intended use of information collected is only to support education and care within the school context.

In addition, caregivers can provide valuable insight in the form of:

- their view of the child's health and development
- perceptions of the child's performance, progress and behaviour at home
- possible factors contributing to difficulty
- suggested strategies for promoting engagement and positive behaviour

Students themselves may assist by:

- sharing personal perceptions of any difficulties
- indicating ways in which they have experienced helpful assistance in the past
- directly asking for additional and specific help and support

Processing Information and Data

Based on the information and data collected, the Class Teacher(s), usually in consultation with the Education Facilitator and/or the Learning Support teacher may decide whether:

- to continue with the student's current curriculum access with no adjustments required
- to differentiate the curriculum, monitor and review the student's progress
- to timetable assistance where possible with support staff
- to seek further advice and support from caregivers and other professionals
- to document needs and adjustments and activate a Documented Individual Education Plan.

A combination of the above may be warranted when responding to student needs.

Delivery of Documented Individual Education Plans (IEP's)

The Guide to Registration Standards for Non-Government Schools Standard 1: Curriculum, defines an Individual Education Plan as follows:

An Individual Education Plan sets out a student's individual learning goals, support needs and services to be provided which:

- (a) is developed in consultation with the student and his or her parents/guardians;
- (b) contains sufficient information, milestones and detail to guide all staff working with the student;
- (c) may have an explicit focus on literacy and numeracy skills; social skills; emotional and behavioural regulation skills; health and wellbeing skills and/or physical skills;

- d) records regular assessment and evaluation of student progress and achievement of identified outcomes and targets;
- (e) stipulates a commencement date, monitoring dates and review dates; and
- (f) is reviewed and revised at least twice each school year.

In those cases where a student requires an Individual Education Plan, delivering a programme of study in this way will be acceptable, provided the school should be able to demonstrate that the Plan is designed to meet the student's individual needs.

Each Learning Area covered by the Individual Education Plan must be clearly articulated. Any Learning Areas not covered by the Plan are to be provided for within the existing approved, accredited, or recognised curriculum and as such be evident in the school's curriculum delivery planning.

Not all students with additional needs require an Individual Education Plan.

(Guide to Registration Standards for Non-Government Schools)

An IEP plan may include the participation of outside specialists but will usually be implemented within the day-to-day class activities. Any additional assistance and curriculum adjustment will be recorded on the plan. The plan will indicate:

- type of plan
- adjustments set for the student
- a list of supporting adults and their role, the frequency and timing of that involvement
- use of external specialists, including frequency and timing, specific programmes/activities/materials/ equipment
- the allocated specific role/help required from caregivers
- targets to be achieved in a set timeframe
- any medical requirements, including medication
- monitoring and assessment tools and arrangements
- a review schedule

Target Management

If a Documented Plan includes goals for achievement, behaviour or attendance (for example) then specific targets will be set for all aspects of the education plan as noted above.

Caregivers will be informed of the actions the school proposes to take to support reaching targets. In many instances caregivers will also have a role to support the achievement. The teacher will set a review date, within each semester (minimum). During the review process the Documented Plan may be adjusted according to progress made.

Documented Plans may be reviewed more than once per semester if required by the teacher or caregivers. Reasonable time should be allowed for the proposed interventions to take effect prior to a review meeting.

At a review meeting, focus is to be on the following:

- progress made by the child
- effectiveness of the education plan
- updated information and advice
- future action proposed

Outcomes

If a child's progress has been at least satisfactory, an amended Documented Plan may be drawn up. This plan will set new targets in the light of the experience of the first plan.

If the child's progress continues to be at least satisfactory, within this framework of planning and review, for at least two review periods, it may be decided that the student no longer requires intervention and education support provision. Caregivers will be kept involved in and informed of the student's progress within the Documented Planning process.

Curriculum/Timetable Modification

The school may make a determination to modify a student's curriculum and/or timetable to support their needs, including removal from a specialist subject. There are implications for making such a determination to be considered when planning learning support. The implications may be for the student/s and the school in general. Therefore, careful consideration must be given to determine the best course of action.

Any curriculum or timetable modification that is to be regular for an individual student must be documented in a plan.

Occasional movement between classes that supports regular curriculum delivery and enriched academic and social experience does not require a Documented Plan.

Positives for the student/s:

- Reduction in mental load and the anxiety associated with trying to engage in a subject that in general is a challenge
- Allowing time for the consolidation of key skills for life as a priority

Challenges:

- Apparent devaluation of a subject
- Perceived messaging that caregivers have the right to curate their child's curriculum and school access.

A criterion for considering curriculum modification and to ensure each case is considered individually has therefore been developed by the school as follows:

- Each case is considered individually - what is put in place for one child does not constitute a precedent that is set for all
- Curriculum modification is only considered for students whose basic life skills are in jeopardy
- Where evidence of negative impact of a subject (not a teacher) is observed and assessed by the school as being substantial and warranting adjustment
- Where medically diagnosed anxiety (with evidence) is presented in relation to a school activity and reasonable adjustment can be made

The above considerations may warrant modifications. Any modifications can only be made at the discretion of the school. No changes can be implemented by caregivers or other practitioners.

Outline of Documented Individual Education Plans

Type of plan	Plan Definition	Plan Structure	Reviews and Updates	Reporting
Learning Profile	The student has an existing need that may not change much and requires ongoing support to access the curriculum for their age group (e.g. Dyslexia, a physical disability, ADHD). Main support may include things like environmental adjustments, visual supports, breaks, extra time, etc.	Includes learning style/needs, student input (where appropriate), parent input, list of supports, no goals.	Learning Profiles will only need to be updated if circumstances or needs change. Meetings only required if profile and support changes.	Standard report
Curriculum Adjustment Plan (CAP)	The child has a learning difficulty or disability that means they cannot access the curriculum for their age group. The lessons presented and assessments provided are individualised.	Includes parent input, student input (where appropriate), short term and measurable goals/targets, strategies, how goals are measured.	Updated at the end of each term or semester with a parent meeting.	Parents sign off in the plan that they understand their child's report is based on the goals in the IEP, not on the curriculum
Extension Plan	The child has been identified as requiring extension beyond the curriculum for their age group. The lessons presented and assessments provided are individualised.	Includes parent input, student input (where appropriate), short term and measurable goals/targets, strategies, how goals are measured.	Updated at the end of each term or semester with a parent meeting.	Standard report

<i>Behaviour Modification Plan (BMP) A behaviour specific Documented Individual Education Plan</i>	A short-term plan to assist student with behavioural changes, self-regulation, not based on a disability.	Includes parent input, student input (where appropriate), short term and measurable targets	If plan needs to be ongoing further investigation about the student/ family needs indicated	Standard report
<i>Attendance Plan</i>	A short-term plan to assist student with attendance needs or separation, not necessarily based on a disability.	Includes parent input, student input (where appropriate), short term and measurable goals/targets, strategies, how goals are measured.	Meeting at start and finish of plan. If plan needs to be ongoing further investigation about the student's needs and type of plan should take place.	Standard Report

Reports – The following statement should be included in student reports where the student is on a CAP and their reported achievement is based on the goals in the CAP instead of the ASCF achievement standards.

"... is receiving a modified curriculum delivery in the.... subject area(s). Their achievement level reflects achievement of the targets and goals in their Individual Education Plan."

State Disability Funding, AISWA Inclusive Education Funding and NCCD Funding – Both state and federal funding systems for students with learning difficulties and disabilities have specific criteria. Funding applications are coordinated by the Learning Support teacher and the Education Facilitator. Teachers are responsible for managing IEP's in consultation with the Learning Support Teacher and the Education Facilitator.

Consultation and Evidence – It is a condition of the NCCD that all modifications and adjustments made for students with disabilities, diagnosed or imputed, are documented and communicated with caregivers and that evidence of regular updates, review and communication is signed off by caregivers. Teachers are responsible for keeping records of any parent meetings, phone calls or emails and to have updated IEP's signed by caregivers.

Related Policies, Documents and Legislation

Enrolment Policy

Child Safety and Wellbeing Policy

School Education Act 1999, Part 2, Divisions 3 and 5, Sections 67, 73, 87

School Education Regulations 2000, Part 3, Division 5

Disability Discrimination Act

Disability Standards in Education

