The Disability Discrimination Act 1992 and the Disability Standards in Education 2005 inform the process that is required within schools to support the needs of their students with a disability.

It is essential that consultation with parent / carers happens throughout the curriculum planning process in order to ensure that parents are consulted and aware of the teaching and learning adjustments made for the student.

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| **PHASE 1 Preliminary screening / observation** |
| * Observation of student’s performance in the chosen learning area- classroom teacher, LSM, |
| * Recording / documentation of students level of performance including strengths, needs and impact on learning – classroom teacher |
| * Teacher, LSM informs LT of concerns |
| * LT seeks information from LTLS, School Psychologist, Parent, PS |
| * LT leads PLC discussion on progress for student across all subjects |
| * LT and or LTSL discuss with parents / guardians outlining concerns |
| **PHASE 2 Gathering of Evidence** |
| * LT or LTSC to discuss with parents/ guardians if a diagnosis and documentation is available |
| * Read student file, view documentation * Previous school reports, P-10 Tracker- PS grades * Case Conference notes * Previous baseline data / diagnostic data NAPLAN, OLNA * Transition documents (student profile , PS notes) |
| * Initiate contact with prior school for further documentation |
| * Initiate contact with School Psychologist and Trim File |
| **PHASE 3 Administration of Assessment** |
| * School psychologist / LTLS to recommend selection and administration of most appropriate base line testing |
| * School psychologist testing – Vineland Test- WISC |
| * Or refer parents/guardians to external agencies – Paediatrician, Clinical Psychologist, Dyslexia/SPELD, CAMHS, Headspace |
| * Student is administered test |
| * Data collated by LTSL/ School Psychologist notes to LT , Green Dot SETQA and documentation kept in students personal file in Admin |
| **PHASE 4 Planning an Individualised program – Diagnosed or Imputed** |
| * Consultation between PLC teachers , LSM, LT ad other relevant staff |
| * Identification of priority learning needs by PLC / Domain |
| * PLC or individual Domain teachers set learning objectives and outcomes for PLC or Domain area i.e. IEP with SMART goals |
| * Identify individualised strategies and resources required to support planning – using *Support Checklist* |
| **PHASE 5 Relevant Parties meet with Parents** |
| * Consultation between the student, parent and teacher/ LT / LTLS / agencies |
| * Adjusted plan / IEP given to parents /guardians to review and sign |
| * Copy to teacher and student personal file in admin |
| **PHASE 6 Implementation of curriculum adjustment** |
| * SETQA green dot LTLS |
| * Planning and recording of progress on IEP – teacher, uploaded to SETQA- LT or LTLS |
| * Reviewing of progress and achievement of outcomes – teacher, LT |
| * Construct SMART goals and create SEN report – teacher and LTSL |
| * Arrange a review date for IEP - LT |