**NMHS Cluster Mission Statement:** “To develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”

**IB Learners Strive To Be:**
- Principled
- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Open Minded
- Caring
- Risk takers
- Balanced
- Reflective

**PHILOSOPHY**

We acknowledge that the students in the Norwood Morialta IB Cluster Schools have a range of learning styles and learning needs. Some of our students however, require more specialised teaching and learning due to a range of recognised difficulties or particular strengths. Curriculum support is of rigorous and diverse curriculum, and provides our students with many opportunities to lead productive and rewarding school lives. Having access to specialised learning enhances all learning opportunities for students in the cluster.

We endeavour to create a learning environment in which students can achieve the ‘highest possible standards’ and the opportunity to reach their intellectual or academic potential. The differentiated curriculum caters for a wide range of learning styles, readiness and ability levels within a mainstream class.

The IBMYP is an inclusive programme that caters for all students. The central place of Approaches to Learning (ATL) helps teachers and students respond in a flexible way to varied learning needs, including the needs of those who are learning in a language other than their mother tongue, or those with special educational needs.

**Special Needs Support**

There are some groups of students who receive particular support. Identified students have plans put in place to support their learning.

**Negotiated Education Plan (NEP)**

Students are identified for special needs support through educational, speech or psychological assessments. These include students with physical, hearing, vision, learning, intellectual impairment or difficulties in social communication. All students must have details of their educational program negotiated according to their needs through a Negotiated Education Plan (NEP) process. Specialist teachers and classroom teachers work closely with parents and staff to ensure an appropriate curriculum is available. This includes establishing learning goals, content and assessment strategies.

Students with an NEP are reviewed regularly and at least annually in the secondary school and each term in the primary school setting so that their plan can be updated. Parents are involved in this review. Information about the particular learning needs is provided to teaching staff, via campus meetings, individual student meetings if required and in writing.

**Individual Education Plan (IEP)/ Independent Learning Plan (ILP)**

Some students may need particular assistance to successfully connect with schooling and/or community life. Students with specific learning difficulties/disabilities may access additional support either as individuals or as
part of a small group according to need and availability of staff. An IEP (secondary school) or ILP (primary school) outlines the nature of learning need(s) and relevant background information, specific objectives, strategies and accommodations to improve student learning outcomes as well as participation; and the evaluation of objectives.

The NEP/IEP/ILP is the basis for educational planning for students with special and/or additional needs. It assists planning by making explicit the components of the teaching and learning process for that student. The documentation is positive, dynamic and constructive in tone, and is user friendly for all stakeholders.

**The core components of the NEP/IEP/ILP may include:**

- current skills, strengths and interests (and where appropriate, knowledge and understanding)
- additional supports required, and responsibilities
- prioritised goals
- measurable short term and long term goals
- strategies
- indicators of progress against goals
- timelines and review dates.
- evaluation of progress

The individual education planning process highlights and prioritises the specific learning needs of the student. In addition, there will be much further learning which occurs through the explicit general classroom curriculum. The IEP/ILP does not describe all the educational experiences of the student.

**Aboriginal Students**

A priority of DECD and the NMHS Cluster Schools is to increase the participation and completion rates for aboriginal students. The main objective is to work out ways to monitor the educational experiences of each young person’s learning that tracks their progress, issues, barriers, strengths, and support required.

All Aboriginal students have an IEP identifying their goals and learning needs.

All Aboriginal students have access to support through programmes including a Tutor through APAS (Aboriginal Program Assistance Scheme), literacy programs, and school based programmes which support SACE and Australian Curriculum outcomes.

At a secondary level, funding is provided to support Aboriginal and Torres Strait Islanders via ‘Keeping Them On Track’, an initiative to provide clear informative disciplines to secondary educators and Aboriginal parents, care givers and students to assist Aboriginal students to engage, complete and transition from the South Australian Certificate of Education (SACE) into further training and/or employment.

The ‘Keeping Them On Track’ data is a tool to facilitate individual, family and round table conversations about student SACE patterns in the context of personal aspirations and Individual Learning Plans and is a tool to support the development of monitoring and tracking processes at the Regional and site level. The aim is to initiate agreed targeted flexible, ‘joined up’ interventions to support SACE completion and pathway access.

**Individual Learning Plan (ILP) for Aboriginal Students**

- Ensures that schools fulfil their obligations in terms of departmental requirements and accountability.
- Is a flexible working document, which informs the planning, delivery and evaluation of educational programs.
- Provides an opportunity for individual case management.
- Is developed through a collaborative planning process involving the school, parents/carers and other relevant agencies and services. It encourages individual ownership of learner and teacher.
• Documents the “journey” – data collection, successes, learning achievements. The ILP allows explicit identification of the next piece of learning & teaching. It provides an ongoing record to ensure continuity of learning.
• Protects and enhances Aboriginal culture and identity.
• Is reviewed and monitored overtime.

**Acceleration of students**

Acceleration is an option for students who show advanced learning in a range of academic pursuits or display a high level of performance in a single curriculum area. Gifted students also need opportunities to work at their own rapid pace through content. In particular, acceleration is required for those students identified as highly gifted, exceptionally gifted or profoundly gifted.

Through enrichment and extension, gifted learners experience a variety of content, exploration of the curriculum in greater depth as well as the development of affective, creative and/or high-order cognitive skills.

In the first instance most students can be accelerated within the classroom where they are able to maintain their relationships with their peers. On occasions when progress through the curriculum is so rapid, consideration will be given to placement in another year level for individual subjects or all subjects.

**Children under the Guardianship of the Minister**

*Children and young people under the Minister’s care will be provided with opportunities to engage in school-based learning activities and extra curricula activities. They will be provided with services that respond to the psychological and emotional trauma and physical effects that often result from abuse, neglect and separation from family. Support including access to training and employment services will be provided to maximise their opportunities to live successfully when they have left the Minister’s care.*

*Education*

*Education is critical to the development and wellbeing of children and young people, and to their future access to employment and life opportunities. Education is a significant gateway through which children can pass from care to adulthood, to employment and effective participation in community life.*

*Children and young people under guardianship often require special help to participate in educational programs. Lack of access and lost opportunities have a cumulative impact through the various stages of education and development, from pre-school, primary school and secondary school to vocational and tertiary education.*

Cluster schools are committed to developing an individual education plan for all children and young people under guardianship to identify appropriate strategies to improve their educational outcomes and achievements. There is a commitment by Cluster Schools to take a caring, team approach, working with families S.A. case managers to identify and implement the appropriate strategies.

DECD or DFEEST or both will ensure that all avenues for pre-school, school and post-compulsory education-based supports are explored before suspension or exclusion are considered.
Appendix

PROCEDURE FOR

Processing NEP (EDO40) FORM to DECD-Felixstow Office

- Student arrives in Yr 8 with an NEP from Primary School
- Student has been verified by Guidance Officer &/or Speech Pathologist as a “Student with a Disability” (check student’s file)
- EDO40 form is signed by Guidance Officer/Speech Pathologist with impairment/ disability identified.
- Sandy completes student details on Single Referral form and arranges for EDO40 form to be signed by parent/caregiver.
- EDO40 faxed to DECD Felixstow Office- East District. Each student is verified and entered onto the “Students with Disabilities Database” as a ‘C’ Consultancy level of support
- If special needs teacher and support service officer believes “C” level of support is insufficient for the student’s needs a Review Level of Support is requested.

Processing Single Referrals to DECD-Felixstow Office

- Special needs teacher will need to send a Single Referral Form & Parent/Guardian form to DECS Student Support & Disability Services requesting new level of support
- Collect information via NEP, school & agency reports etc to support the review
- Special needs teacher will need to indicate the reason for request & other services/agencies involved (place x in appropriate box on the SRF and provide photocopies of these reports if available
- Service requested needs to be in order of priority on the SRF
- Ensure SRF is verified and signed by AP & parents/guardian before sending SRF to Felixstow Office
- Print EDSAS census form- This form accompanies student’s NEP -SRF
  1. On EDSAS go to Main Menu-Reports-Student Reports-List Reports-General then scroll down to Student details for Verification by parents. Type in student ID number in section
- fax &/or post original Single Referral Form & EDSAS census form to DECD Felixstow for approval
- Once approval received from DECS-ensure details of student disability are entered correctly on EDSAS
- File Paperwork in Budget Folder & NEP folder & student’s file

(The District Office –Felixstow forwards copies of the EDO40 and Review Level of Support proforma (SRF) to the Statewide Verification & Professional Support Team (Central Office)
(Global budget funding for new students with disabilities is generated through their EDSAS student census each term. DECD –Felixstow Office Team Leader will forward communication to NMHS with details of support approved for the student.)