

Rationale

TAS is Co-Ed a boarding and day school and welcomes students from Kindergarten to Year 12. The school includes students from a range of cultural and socio-economic backgrounds, including long term and short term International Students.

The diverse needs of students and learners in our school community continues to be highlighted and identified. With the growth of TAS into Secondary Years, and with an increasingly diverse student body, clear procedures and measures of accountability must be in place.

Related Documents

Learning Enhancement Centre (LEC) Nomination Form
 Social/Emotional/Mental Health Referral Form
 ISQ Policy and Procedures
 ILP TASS Profiles
 Behaviour Support Plan Template

Policy

This policy is concerned with supporting students with individualised learning needs, incorporating learning difficulties, learning disabilities, disabilities, English as a Second Language or Additional Dialect, giftedness and talented, or a combination of these attributes. Through this policy and implementation, Toowoomba Anglican School (TAS) seeks to create genuinely appropriate, challenging and engaging learning for all students through differentiation of the curriculum and pedagogy.

Scope and Responsibilities

The responsibility of learning enhancement lies with all teaching staff.

Learning Enhancement lead staff:

Head of School, Deputy Head of School, Head of Secondary Years, Head of Primary Years, Director of Learning Enhancement, Deputy Head of Primary Years, Head of Academic Enrichment and Enhancement

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Guiding Principles and Learning enhancement Framework

Our Learning Enhancement Program includes students with a broad range of learning needs from Prep to Year 12. Whilst all students at TAS benefit from differentiated and targeted learning, the scope of this document is with these categories and also addresses compliance for students with disability with the Anti-Discrimination Act 1991 and the Disability Standards for Education 2005.

Learning Enhancement is informed by school-wide Teaching and Learning approaches, which reflect that class teachers have the responsibility for the education of all students, including students with specific learning needs. Additional provision of assistance by the Learning Enhancement team is based on the level of support a student requires to access the curriculum, provided within a Response to Intervention framework (Rtl).

In accordance with the three tiers of Rtl, approximately 80% of students fall within in Tier 1, students are assessed and monitored by their teacher and provided with reasonable adjustments within the classroom setting. Students identified as being “at risk” through screenings and testing results receive supplemental instruction during the school day in the regular classroom, including additional assistance provided by the Learning Enhancement team.

If teachers are concerned that students are not making adequate progress in the regular classroom they can submit an LEC Referral Form. If further testing conducted by teachers and the Learning Enhancement team identifies specific difficulties, consultation with the parents regarding further specialised assessment occurs if required, otherwise students are provided with increasingly intensive Tier 2 instruction. This is matched to their needs on the basis of levels of performance and rates of progress. Additional assistance and interventions are generally provided in small-group settings in addition to differentiated instruction in the general curriculum. Approximately 15% of students receive Tier 2 interventions.

For students who continue to make minimal progress and/or display intensive support needs, it is necessary to move to Tier 3 interventions. This is for a small number of students, generally about 5%. At this level, students receive individualised, intensive interventions that target the students’ skill deficits. In consultation with parents and

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carers, students who do not achieve the desired level of progress in response to targeted interventions are also referred for specialised assessment and support with outside agencies such as: Speech and Language Pathologists, paediatricians, Occupational Therapists or psychologists. Collaboration between the school, parents and specialists is strongly encouraged at TAS. These students also require individual support plans (e.g. Individual Learning Profile or Behavioural Support Plan), written in consultation with the school team, parents and outside specialists where possible.

In addition, an underlying principle that governs delivery of support is that the student's self-esteem and self-view as a learner should be enhanced by the support offered. This approach is reflective of the Australian Curriculum Statement on Diversity found at <http://www.australiancurriculum.edu.au/studentdiversity/student-diversity-advice> .

Identification Process

Students may be identified as requiring learning support and/or as academic enrichment and enhancement. Appropriate options for support and adjustments consequently differ between students.

Referral of students for Learning Enhancement:

Students must be referred to the Learning Enhancement Team to identify and determine eligibility for formalised support. The formal referral processes are outlined for each area in the following pages.

Identification varies across Prep to Year 12 and may include a combination of the following:

- Standardised and/or diagnostic assessment
- External specialist/s reports and assessments
- Standardised National results for Literacy and Numeracy (NAPLAN)
- Academic achievement
- Referral and/or informal nomination from teachers, parents and other specialists
- Checklists
- Observation
- Work samples
- Anecdotal notes

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Please refer to the Learning Enhancement Referral Form and Student Social/Emotional Well-being Referral Form for the required referral process.

Student with Disabilities

Students requiring Learning Support may be students who, because of some area of cognitive, sensory, social and emotional, or physical impairment, require additional support to achieve appropriate educational outcomes. Some students with individualised learning needs may have a learning difficulty/disability and/or disability. All students with a disability are supported at TAS as per the requirements of the Anti-Discrimination Act (1991) and the Disability Standards for Education (2005).

The Education Adjustment Program (EAP) was a process formerly used to verify students through Independent Schools Queensland (ISQ). This program has been disbanded across all educational settings including State, Catholic and Independent systems. NCCD funding now provides the related financial funding to the school to support the school to implement this policy. It is important to note that this model of funding does not pertain directly to an individual student i.e. a sum of money is not allocated to each individual, but to the school to implement at their discretion.

The school has a legal responsibility to “ensure that students with disabilities are able to access and participate in education on the same basis as students without disabilities; to make or provide ‘reasonable adjustments’ for students where necessary to enable their access and participation; to provide reasonable adjustments in consultation with the student and/or their associates; for most students, this means their parents, guardians or carers” (<https://www.nccd.edu.au>). The Nationally Consistent Collection of Data on School Students with Disability identifies four categories of disability: cognitive, sensory, social emotional and physical and adjustments are made on four levels depending on the needs of the student: Quality Differentiated Teaching Practice, Supplementary, Substantial and Extensive. Students are only included if their difficulties have a functional impact on their ability to access the curriculum.

Students with a diagnosis are included, while the school can impute a diagnosis if there is sufficient evidence of ongoing adjustments, assessment of student need, consultation with key stakeholders and reviewing and monitoring of progress. TAS have adopted a

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'best practice' approach, where our school team meet with teachers to identify students for the data collection, and teachers spend a 10-week collection period collating pieces of evidence as a portfolio of examples of adjustments made for each identified student. A NCCD moderation committee is formed each year to assess the level of adjustments provided for each student identified and discuss the best ways to support teachers and students.

The Learning Enhancement Centre works with teachers to implement relevant adjustments, collect and track data on student progress and provides a variety of support options including, but not limited to: small group in class support, additional tutorial opportunities, withdrawal support, managed timetables, consultation, engagement and onsite visits with the approval of the Director of Learning Enhancement with external experts as well as parents, guardians or caregivers. The class teacher has the main responsibility for the education of students with specific educational needs. The School provides appropriate educational adjustments to support students with a learning difficulty/disability and/or disability as outlined in the Disability Standards for Education (2005).

The following may be implemented over the short- or long-term and may include a combination of:

- extra assistance within the classroom environment
- small and/or peer group assistance
- support from Learning Enhancement staff and/or relevant specialists or therapists
- an individualised program including the use of adjustments formalised through an Individual Learning Profile on the school TASS System
- assistive technology
- managed timetable with alternative learning opportunities
- access to Special Provisions for assessment
- a Behaviour Support Plan (BSP)
- purchase of specialised equipment
- purchase of specialised intervention programmes
- provision of an open and supportive environment that encourages independence
- flexible use of time, space and resources

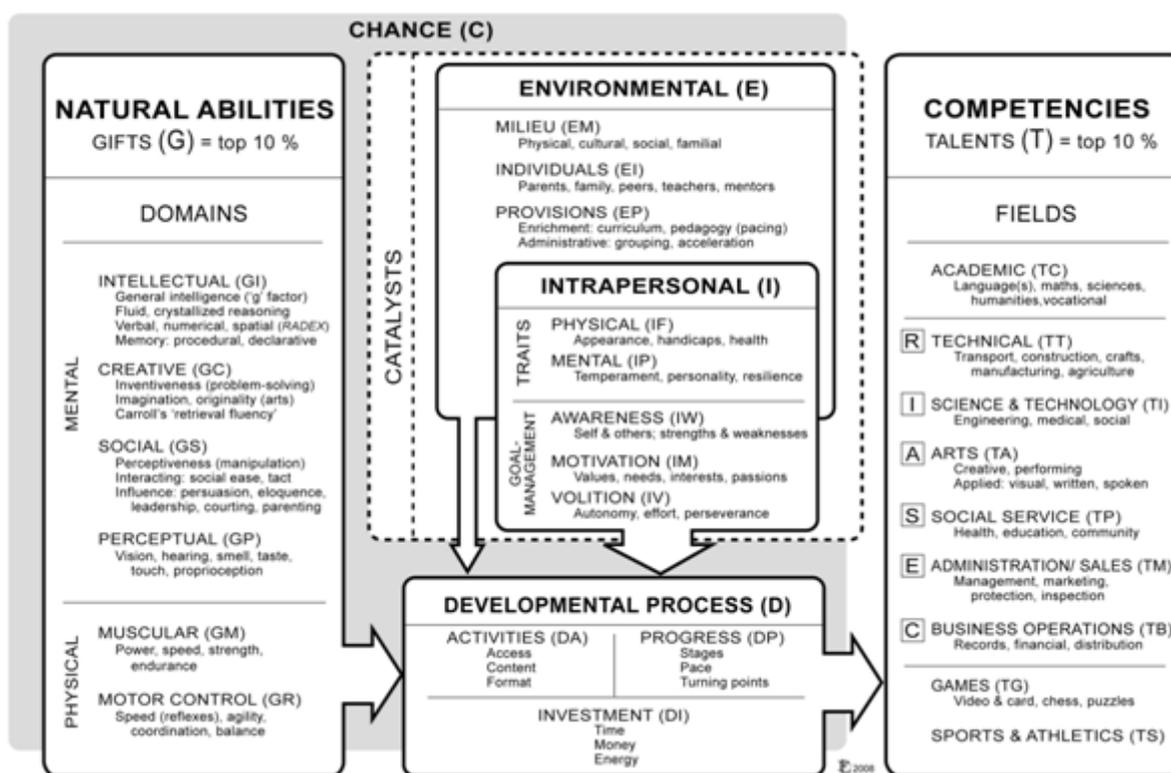
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Student Requiring Learning Enhancement

Support for gifted and talented students is based upon Gagne's Differentiated Model of Giftedness and Talent (DMGT, 2008). The model proposes that a gifted student may become talented - that is, demonstrate superior competency, performance or achievement in any one, or many, of a multiplicity of talent fields. Within Gagne's definitions, a student can be gifted (possessing unusually high natural ability) without being talented (displaying unusually high performance).

To explain the relationship between giftedness and talent, at the centre of the model is a cluster of catalysts which can either facilitate or impede the transition of giftedness into talent. According to Gagne, catalysts - environmental, intrapersonal, chance and developmental process - transform mental and physical gift domains into competencies (talents) in the fields of academic and/or other areas. Students may be gifted and talented in a variety of domains and fields.

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Once students have been identified as needing targeted differentiation in their learning, the classroom teacher, with the assistance of the Director of Learning Enhancement, Deputy Head of Primary Years or Head of Academic Extension and Enrichment plan for and provide appropriate learning experiences. Educational provision for academically gifted students is guided by the Model of Curriculum Provision for Gifted Students (Feldhussen, 1993, Gross, 2000) which outlines internationally accepted levels of giftedness, prevalence and educational programming options. This is supported through the school's membership with the Australian Association for the Education of the Gifted and Talented (AAEGT) that recognises multiple assessments including Stanford Binet V, WISC V, WPPSI-IV as the most commonly used standardised assessments in Australia.

Other sources of educational guidance include the Encyclopedia of Giftedness, Creativity and Talent (Eds. Kerr, 2009) and 5 Levels of Giftedness (Ruff, 2009). The school remains abreast of more recent research in the area of educating gifted students and looks to implement research based strategies to support gifted and talented learners, as well as high-achieving students. Such research includes, but is not limited to, Porter's (2020) Gifted Young Children: A guide for teachers and parents, Kelemen (2020) Gifted Children

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Education in Early Childhood- Practical Strategies and Sternberg (2020) Transformational Giftedness: Rethinking Our Paradigm for Gifted Education. Professional development opportunities are also provided to the staff members in the area of gifted and talented education.

Possible Educational Provisions could include, but are not limited to:

- Enrichment in the regular classroom
- Adjusted curriculum and classroom differentiation
- Advanced work, challenges, external competitions/projects of interest supported by the school
- Ability grouping
- Individualised tracking e.g. using ACARA progression points
- Mentors
- External advanced curriculum opportunities e.g. Headstart programs
- Curriculum compacting/telescoping
- Acceleration

Once an appropriate set of adjustments have been identified, this is formalised through the creation of an Individual Learning Profile for students. The ILP is produced on the school TASS system and provides individual information about students to their teachers and sets mandatory adjustments and considerations for the individual. The ILP will focus on looking at the learning preferences and pedagogical adjustments and provide some personalised information about the student for their teachers.

In addition to the school's focus on differentiation within the classroom, experiences complementing the regular classroom curriculum also play a key role in developing students who have been identified with particular academic giftedness. Further differentiation may be provided through implementation of programs. Appropriate educational provision for gifted students includes forms of grouping, curriculum and/or instructional differentiation, curriculum compacting and telescoping, and for some students, considerations of varying forms of acceleration.

Subject or Year level acceleration:

In order for a student to be considered for subject or year level acceleration the following criteria will be assessed:

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- Does the school have access to an external psychometric assessment that is within 12 months of the current date?
- Has the student demonstrated potential capabilities through non-curriculum aligned standardised assessments (e.g. PAT, AGAT, Cat testing)?
- Can the student demonstrate consistently metacognitive skills and work ethic (particularly in Secondary e.g. meeting deadlines)?
- Has the student's chronological age and social maturity been considered through effective interactions with higher year levels (e.g. IdeasThrive groupings, external multiyear level competitions etc)?
- Has the student demonstrated a consistent willingness and capability to work through key skills required within and beyond the current curriculum requirements when provided with curriculum compacting opportunities?
- Has the student engaged with the Deputy of Primary Years, The Director of Learning Enhancement and/or the Head of Academic Enhancement and Enrichment for a period of 6 months to investigate opportunities, pedagogical approaches and enrichment meetings as a primary step?
- Has there been sufficient notice (approximately 6 months) to facilitate opportunities for discussions with all stakeholders and organisational requirements?
- For secondary students:
 - Are all relevant stakeholders aware that some of the learning will be self-guided as the timetable structure will potentially not align and there is no expectation for teachers to teach additional non-timetabled lessons?
 - Has a letter of endorsement been provided by a recent teacher?

Students having English as Second or Additional Language or Dialect (EALD)

ESL/EAL/EALD learners are students having English as a Second/Additional Language or Dialect. These students come from a variety of backgrounds, including Indigenous, immigrant and refugee backgrounds. Some ESL/EAL learners may speak more than one language or dialect before starting school.

The class teacher has the main responsibility for the education of students with English as a Second/Additional Language. Support in planning for adjustments may be provided by the LEC, depending on the determined learning needs.

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There is no formal identification process for students in this category. Band-scales may be used to help determine the level of English proficiency for ESL/EAL students. The school may also work in collaboration with Indigenous support services to assist these students.

Student having Dual Exceptionality

In some cases, students may be identified as having a combination of a learning difficulty, learning disability, disability, giftedness and talent, and/or have English as a Second/Additional Language. Appropriate educational provisions are implemented to support these students in their multiple areas of need and consultation with parents/carers and specialists is strongly encouraged. A combination of the staff facilitate differentiated practices for these students; Learning Enhancement team, Classroom Teacher/s and Head of Primary or Secondary School.

Glossary of Key Terms

A Learning Disability is when students may have persistent long-term difficulties and learning support needs in one or more aspects of literacy, numeracy and/or executive functioning. Learning disabilities can be identified by an educational psychological, speech-language pathologist, or similar professional. Causes of a learning disability are neurological in nature. Although students with a learning disability do not have an intellectual impairment, they demonstrate idiosyncratic learning patterns which are determined by the nature of their specific learning disorder and inhibits academic learning.

The Disability Discrimination Act 1992 defines disability broadly as:

- a. total or partial loss of the person's bodily or mental functions; or
- b. total or partial loss of a part of the body; or
- c. the presence in the body of organisms causing disease or illness; or
- d. the presence in the body of organisms capable of causing disease or illness; or

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- e. the malfunction, malformation or disfigurement of a part of the person's body;
or
- f. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- g. a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour;

and includes a disability that:

- h. presently exists; or
- i. previously existed but no longer exists; or may exist in the future (including because of a genetic predisposition to that disability); or
- j. is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

Learning Difficulty is where students may have a persistent difficulty across some/all academic areas. A learning difficulty may be long or short-term and may be caused by a variety of contributing factors.

The EAP process is under review from all sectors. We will continue to follow the direction of ISQ in regards to the verification process. A verified disability is determined during the EAP Verification process. As mentioned, verification of a disability is an application process completed by the School and submitted to ISQ to determine the eligibility of a student with a diagnosed disability to receive Government funding.

Disability categories recognised under ISQ's EAP verification process NB Ceased in 2024 (Students with a disability (SWD) may have a diagnosis in one or more of the following areas) are:

- Vision Impairment (VI)
- Intellectual Impairment (II)
- Autistic Spectrum Disorder (ASD)
- Social Emotional Disorder (SED)
- Hearing Impairment (HI)

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- Physical Impairment (PI)
- Speech-Language Impairment (SLI)

A **Case Manager** is staff member appointed to coordinate the EAP process for a student with a disability.

Giftedness is a natural ability that is evident with little or no systematic development in which a person achieves distinctly above average competence in one or more domains of mental and/or physical ability.

Talent is a demonstrable competency resulting from environmental and intrapersonal catalysts, influenced by a developmental process.

Differentiation/differentiated instruction is the process of teaching and learning for students of differing abilities in the same class.

An **accommodation** allows a student to complete the same assignment or test as other students, but with a variation in time, format, setting and/or presentation. This action to an assignment or test-taking situation does not change the meaning of the student's score. Accommodations typically relate to the learning environment of the students and attempt to maximise equal access to the set task. An accommodation may consist of a student who is blind taking a Braille version of a test to a student taking a test alone in a quiet room.

Adjustments are changes and/or alterations to provide an equal opportunity in relation to access, participation and achievement for a learner with a disability. Examples of adjustments include: reduced work expectations, increased time to complete tasks, teacher/teacher aide support, use of visual aides, typing work instead of handwriting, withdrawal lessons, behaviour support plan, individualised programmes (e.g. MULTILIT), supported reading programme, preferential seating, home reading programme, peer support, focused small group remediated work tasks.

A **Curriculum Modification** is a significant change to the targeted knowledge, understanding and/or skills within a learning area (e.g. Maths, English). Curriculum

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Modifications are necessary where the student is either learning a significantly reduced amount of the targeted knowledge or is learning from a lower year level (e.g. in Yr 6, working from a Yr 3 Maths curriculum).

An **(ILP) Individual Learning Profile** is an educational plan that is specific to the need or Disability. The ILP is a profile of a student's ability and engagement in relation to specific needs (strengths, gifts, impairments and academic difficulties). ILPs are generally only required for students who are requiring individual considerations for their learning in order to support or enhance their performance. Information from external testing, internal data, checklists and anecdotal records about the student in relation to identified area/s of need are used to inform decision making and assign strategies to address target areas.

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