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Intervention Policy

Reviewed: 2015

Next Review: 2018

*Grow in Grace
and Knowledge*

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PRINCIPAL MR. PETER SPENCE
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A MINISTRY OF THE CASINO PRESBYTERIAN CHURCH - SINCE 1995

CASINO CHRISTIAN SCHOOL

INTERVENTION POLICY (Gifted & Talented/ Special Needs)

Rationale:

At Casino Christian School we believe that all students must have the opportunity to participate in an optimum learning environment suited to their needs. Our aim is to see individuals working faithfully with the gifts given them. Therefore we must create opportunities for those children who display specific gifts and talents, as well as for those who struggle in specific areas. We recognise that not all students learn well in a formal classroom context, therefore special provisions need to be made for them, making use of school and community resources.

As Christians we need to identify and acknowledge the abilities and gifts that God has given us, and to develop these gifts in order to serve others and build up the body of believers. We also need to work together to ensure that those encountering difficulties are not seen as having less worth because they struggle academically.

Policy:

At Casino Christian School we will have a special needs program:

- To cater for the needs of gifted and talented students within the available time and use of resources and personnel;
- To meet the needs of children with specific learning problems and provide opportunities for improvement;
- To identify these children as soon as possible;
- To raise the self-worth and confidence of children who are experiencing difficulty or failure in certain areas;
- To enable all students to use their particular gifts;
- To provide for a variety of abilities and opportunities both inside and outside the school;
- To promote problem-solving and decision-making skills amongst special needs students.

Procedures:

Identification of Gifted and Talented Students

Gifted and Talented students will be identified through teacher nomination after general observation, through checklist/ identification form and discussion with parents. (Both class and Special education teachers will discuss with students and make use of standardised tests to help with identification if necessary).

Many of our teachers have special interest in gifted and talented students, and will be planning for opportunities and programs to develop relevant students.

Definitions

Gifted students: those with the potential to exhibit superior performance across a range of areas of endeavour

Talented students: those with the potential to exhibit superior performance in one area of endeavour

(Areas of giftedness and talent are recognised as: academic, creative, social, spiritual, physical)

Referral Procedures for Special Needs Students

The class teacher is the person who determines those to be referred to the Special Education teacher. The procedure is as follows:

- The class teacher refers the student to the Special Education Coordinator verbally;
- The student is given an initial assessment by the Special education coordinator and a decision taken in consultation with the class teacher and the Principal;
- Parents are informed and consulted about this decision.

Initial Assessment

If the intervention is for reading, this will include some or all of the following:

- A standardised reading test (eg. Schonelle, Neale, Waddington Diagnostic, South Australian Spelling etc);
- Phonemic awareness test;
- Writing a short recount;
- An auditory discrimination test;
- A simple comprehension passage.
- Placement test for specific intervention programs.

(If a more formal assessment from an educational psychologist is indicated, a recommendation will be made to the parents of the child).

Monitoring

- This allows for review of these students, both in general and within the specific programs they are on;
- This will help identify any adjustments that need to be made;
- There needs to be initial and ongoing support for parents and classroom teachers;

- Regular communication between the Special Needs Department and teachers is essential.

Strategies for Implementation

- 1) Use of the Special Education staff and/or other support staff (teacher's aides):
 - Within the classroom as appropriate;
 - Withdrawal of students for specific focus groups, eg. maths/ problem solving or reading, research, creative expression, language/ maths remedial work.
- 2) Class teachers have the responsibility to consider individual needs and to select a variety of teaching strategies:
 - Open-ended questions;
 - Activities/ assignments;
 - Group work, allowing for leadership and co-operative decision-making;
 - Contract work/ individual research;
 - Peer tutoring;
 - Use of mentors who are community members with specific expertise;
 - Individualised enrichment programs. **It is the class teacher's responsibility to provide appropriate extension work for gifted and talented children. This will be done in whatever way the teacher feels best meets the needs of the child.**
- 3) It is the responsibility of the Special education Coordinator to ensure that all staff are kept informed about a student's profile.
- 4) A list of children on specific programs must be updated at the beginning of each school year, or each term if necessary.
- 5) Individual or small group programs will be devised by the Special education teacher for children on specific programs.

Specific Special Needs Programs

The Special Needs Department is headed by a qualified teacher and involves the use of trained teacher's aides employed by the school.

Parents, volunteers and TAFE students (work placements) are also used to support children with specific learning difficulties.

The school maintains a register of support service providers to help parents / families who may need additional support.

Consultants from the Association of Independent Schools (AIS) are also very helpful for one-on-one consultation, for group staff professional development, for accessing resources, and for demonstration of classroom practices.