INTERVENTION POLICY

REVIEWED: 2010

NEXT REVIEW: 2015
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 develop the full potential of the individual, 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 feel they are valued as a worthwhile person.

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 teacher verbally;
• The student is given an initial assessment by the Special education teacher 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);
• Phonemic awareness test;
• Writing a short recount;
• An auditory discrimination test;
• A simple comprehension passage.

(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;
- Reports will be written each June and November by the Special Education teacher for those students who are withdrawn for special sessions.

Strategies for Implementation

1) Use of the Special Education teacher 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.
3) It is the responsibility of the Special education teacher 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 school does not employ a Special Education teacher. Rather, we use a Special Needs Co-ordinator and trained support staff (teacher’s aides) to work with students inside and outside of the classroom.

Parents and volunteers are also used to support children with specific learning difficulties.

Dr. Ann Gates is an educational psychologist based in Evans Head, who is used for diagnostic and educational assessments.

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.

Limited government funding is accessed through the AIS for literacy, numeracy and integration.