



Policy Name	Enrichment Policy & Procedure
Related Policies and Legislation	Inclusive Education Policy <i>Disabilities Discrimination Act</i> Learning Support Policy & Procedure (Previous version of this policy)
Policy Category	Education Program
Relevant Audience	All Treetops Community
Date of Issue / Last Revision	04 May 2012 21 May 2015 16 February 2017 14 February 2018
Date Set for Review	February 2021
Person/s Responsible for Review	Director of Enrichment

Enrichment Policy & Procedure

Purpose

To describe Enrichment at Treetops Montessori School, including the processes by which students with specific needs are identified and the barriers to learning are, where possible, removed.

Enrichment at Treetops Montessori School makes specific provision for students who are:

- Measured as consistently not meeting national expectations for their age cohort;
- Performing well below perceived or measured potential;
- Known to have specific learning difficulties, disorders and disabilities;

Specific provision is one way in which we prevent barriers to learning and ensure that we are inclusive.

Methods of Identification:

- Teacher observation;
- Teacher assessments, standardised or summative;
- Screening test results;
- Parental concern;
- Prior identification by schools or external services;
- NAPLAN results.

Examples of Screening Tools Used

- Standardised Tests such as South Australian Spelling Test.
- Brigance Screen in the areas of: Word Recognition, Reading Comprehension, Spelling, Sentence Writing.
- Placement Tests e.g.: for Reading Kits, Multi Lit, Phonics.
- Diagnostic Maths Test (DMT), Oxford Diagnostic Maths tests, Maths placement tests.
- Wings Assessment Kit for running records of reading.

Identification Schedule

- All incoming families are interviewed by the Principal as part of the school tour and enrolment process. Parents are asked about any previous difficulties the student may have had. If there have been previous assessments, permission is sought for Treetops to receive copies of these documents. This information is shared with the Director of Enrichment and the school discusses with the family the support and potential accommodations and modifications that would be able to be offered.
- The data from screening and placement tests is continuously used as part of classroom practice to enable targeted teaching and further identification of specific learning difficulties and barriers to learning.

Individual Education Plans (IEPs)

- IEPs are created by Enrichment Staff in conjunction with teaching staff and parents. IEPs give information about diagnoses and describe accommodations that may be made to prevent barriers to learning. Learning and Behaviour Plans are written by classroom and subject teachers in conjunction with Enrichment Staff and set short term goals and accommodations.
- Students may have additional Risk Management documents where there are behavioural concerns that require this.
- IEPs and Plans represent part of teachers' planning documentation and should be embedded in their classroom practice.

Staffing

A Director of Enrichment is responsible for overseeing the enrichment provision, for record keeping including IEPs, for liaising with external agencies and with parents, for report writing, for grant applications and for some of the individual and group teaching load.

Enrichment staff provide specific individual and group support, help to write IEPs and Plans and reports. They may support students with barriers to learning within their usual class and subject settings or in other areas under the direction of the Director of Enrichment.

Liaison with External Services

- Families are encouraged to inform the school fully about assessments and therapy provided by specialists such as speech and language therapists, occupational therapists, psychologists, paediatricians. Often the school is able to provide a room for external therapists to work with students during school hours, with the benefit of liaison with the class and Enrichment Staff.
- Treetops staff frequently liaise on an ongoing basis with a range of specialists, including those specialists involved in student mental health.
- Referrals are frequently made to the school's nominated AISWA psychologist for case conferences, advice and sometimes specific assessments.
- Teachers responsible for pastoral (advisory) duties, following discussion with the Director of Enrichment, will make recommendations to parents about seeking assessments or therapy from specialist providers.