



Policy Name	Enrichment Policy & Procedure
Related Policies and Legislation	Inclusive Education Policy Enrolment Policy & Priorities <i>Disability Discrimination Act 1992</i>
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 21 October 2021
Date Set for Review	October 2024
Person/s Responsible for Review	Student Learning Coordinator Treetops Administration

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;
- Able to perform at a level beyond the scope of the classroom/subject teacher's reasonable differentiation;
- 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 and other standardised test results.

Examples of Screening Tools Used

- Standardised tests such as the South Australian Spelling Test.
- Placement Tests e.g. for Reading Kits, MultiLit, Phonics Schemes.
- Diagnostic Tests e.g. maths, reading records.
- ACER Tests such as PAT Mathematics, PAT Reading, and AGAT Tests.

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 Student Learning Coordinator, and the school discusses with the family the support and potential accommodations and modifications that would be able to be offered.
- The data from further testing and observation is continuously used as part of classroom practice to enable targeted teaching and further identification of specific learning difficulties and other 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 curriculum 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.

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 Student Learning Coordinator, will make recommendations to parents about seeking assessments or therapy from specialist providers.