Rationale
At St. Mary’s school we believe that all children have the right to reach their maximum learning potential. Our educational programs aim to help all children to develop the skills they need to be effective participants in society. We acknowledge that children have different learning styles and abilities, and that some children may require intervention and assistance to achieve excellence.

Aims
- To assist all children to achieve their learning potential
- To provide a framework to support classroom teachers in meeting the diverse needs of their class group
- To provide a schoolwide approach that is effective in identifying children “at risk” and addressing their needs

Implementation
A. Procedure
1. IDENTIFICATION: Note: Identification of students requiring support is to be in consultation with the Principal.
   - How has this child been identified as “at risk”?
   - Check school-based assessment schedules for Literacy & Numeracy
   - Investigate parent or teacher concerns
2. ASSESSMENT
   Decide:
   - What do we need to know about this child’s literacy & numeracy learning?
   - Are there other issues impacting on their learning?
   - How / who will gather the information?
3. ANALYSIS & INTERPRETATION
   - Record the data gathered above
   - List long term goals
4. TEACHING & LEARNING
   - Use long term goals to develop an Individual Education Plan (IEP) with short term goals & projected timeline
   - Timetable implementation of IEP – who, when
5. EVALUATION
   - Measure child’s progress against goals set
   - Evaluate effectiveness of program / approach
   - Develop a new IEP OR monitor ongoing progress
B. Roles

Intervention & Assistance Coordinator
- Monitor assessment schedules & results in literacy & numeracy
- Confer with coordinators and classroom teachers
- Administer further assessment
- Make referrals to outside agencies after consultation with the Principal.
- Liaise with outside health professionals, e.g. speech pathologist
- Ensure ongoing assessment records are maintained
- Support classroom teachers in developing goals, IEPs etc.
- Timetable aide time to make the most effective use of resources
- Communicate with classroom teachers, parents, principal, and coordinators
- Build up resources in assessment

Classroom Teachers
- Administer school based assessment schedules
- Discuss any concerns with Intervention & Assistance Coordinator and Principal.
- Record data for ongoing assessment records
- Develop goals and IEPs in consultation with Principal, parents, Intervention & Assistance Coordinator, and others where appropriate
- Implement and evaluate IEPs
- Monitor progress

Literacy & Numeracy Coordinators
- Check assessment schedules & results for each class
- Discuss any concerns with Intervention & Assistance Coordinator, Principal and classroom teachers
- Provide support in assessment procedures, teaching materials and resources, etc.

Principal
- Support staff in carrying out their designated roles
- Communicate with outside agencies, parents, etc.
- Ensure adequate record keeping is carried out
- Lobby for additional funding, resources, etc.

Parents
- Communicate with teachers and Intervention & Assistance Coordinator and Principal
- Provide consent for referrals to outside agencies, or make appointments with recommended health professionals, e.g. audiologist
- Support the teaching and learning program

C. Resources
To assist in maintaining adequate data collection to monitor the progress of children identified as “at risk” software has been purchased and data has been collated.

Evaluation
This policy will be evaluated annually to ensure that we are truly striving to achieve excellence for all our students. We will measure the success of our Intervention and Assistance through tracking our Literacy and Numeracy testing results, and our NAPLAN data. Last updated: 18/02/2015 by Mr Adrian Cheer