

### Are there other options for support?

Parents and caregivers are encouraged to seek support from private providers if they feel it is necessary. Some private providers are involved with the National Disability and Insurance Scheme (NDIS) and will meet students and parents at the school on a regular basis. In this instance please provide the school with a copy of any written reports/student assessments undertaken privately to enable teachers to optimise learning at school.

Organisations which target specific learning difficulties and mental health also provide support for parents and include:

- SPELD SA—Dyslexia and Specific Learning Difficulties Association of SA (08) 8431 1655  
<http://www.speld-sa.org.au>
- Autism SA (08) 8379 6976  
<http://www.autismsa.org.au>
- Dyslexia SA (08) 8431 1655  
<http://www.dyslexiasa.org.au>
- Headspace 1800 063 267  
<https://www.headspace.org.au>
- SA Health (08) 8226 6000  
[www.sahealth.sa.gov.au](http://www.sahealth.sa.gov.au)

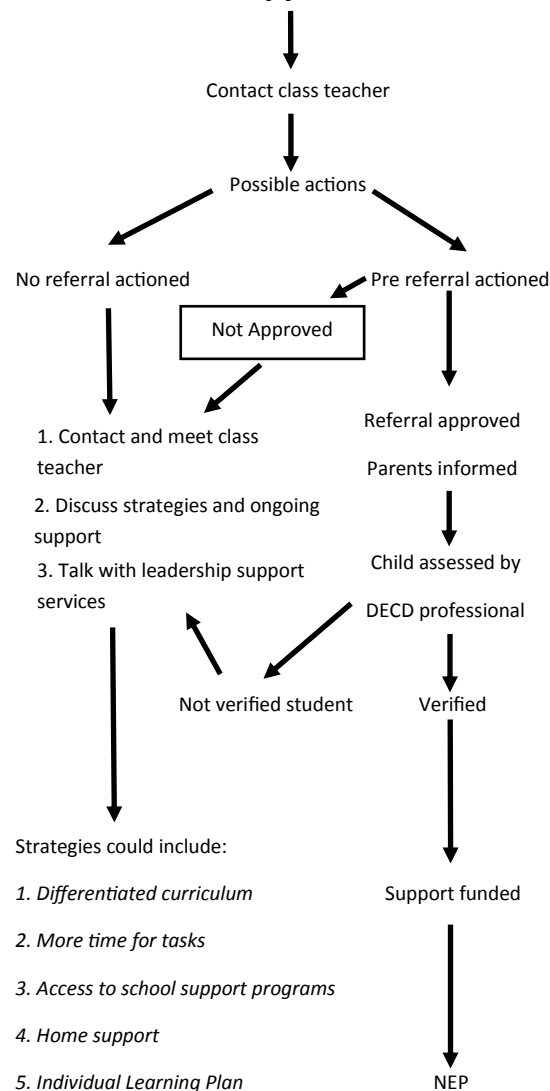
### For further information:

For further information contact your child's classroom teacher or home group teacher or Senior Leader Chloe Clarke at the school on 08 86 672 124



This brochure contains answers to frequently asked questions about support for students with learning difficulties.

### Does your child require learning support?



# Support for Students with Learning Difficulties



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### What do I do if I think my child requires support?

In the first instance, make contact with your child's classroom, home group or subject teachers to discuss your concerns. Together the best course of action can be determined. Making regular communication with your child's home group and class teacher is essential to support student learning and progress.

Particularly in the primary setting prior to beginning school, it is encouraged that parents get their children's eyes and ears checked by a professional optometrist/audiologist and supply the school with a written report. A behavioural optometrist is able to determine learning strategies students need help with.

### How are students identified as requiring support?

- Through communication from parents via home group and class teachers
- Through student data (standardised testing results such as NAPLAN and PAT, subject achievement, observational classroom data and work samples)

### What kinds of support are available?

Support for students is available at two levels:

1. School accommodations and support
2. Involvement of DECD Support Services

### What support exists at a school level?

Teachers plan and deliver curriculum with the intent to differentiate learning opportunities for all students.

Following communication with parents, the school is able to provide some modifications and adjustments to the learning program to support a student's learning. This may include:

- Involvement in school intervention programs where students are withdrawn from class to work with a teacher or SSO such as:
  - QuickSmart Maths
  - Multilit
  - Targeted literacy and numeracy
- Adjustments within the classroom such as:
  - providing more time to complete tasks
  - providing alternative methods to present work where possible
  - breaking down instructions into smaller steps
  - providing copies of notes for students
  - using individual teaching strategies to suit students
  - modifying the complexity of a task for students who have been verified by DECD as having a disability

### What is an NEP?

A Negotiated Education Plan (NEP) is created for students who have been assessed through the DECD referral process as having a verified disability (Intellectual, Global Developmental Delay, Speech and/or Language, Vision, Hearing, Physical, Autistic Disorder / Asperger Disorder).

The NEP is created in consultation with the student, parents and the school. The NEP sets out the background information, strengths and needs of the student, and their learning goals. It is reviewed annually.

### What support services do DECD provide?

DECD Support Services offer additional student support in areas such as:

- Speech pathology
- Special education
- Behaviour support
- Attendance and engagement
- Hearing
- Psychology

To access this level of support a referral process must take place. In this instance:

1. A parent and/or teacher communicates an ongoing concern with school leadership about a student.
2. A pre-referral conversation occurs between the school and DECD to discuss the referral for support.
3. If the referral proceeds, parent permission will be sought for an assessment of the student by a DECD professional or provider.
4. Following this assessment DECD will notify the school as to whether or not the student qualifies for funding for additional support. If a student is verified as having a disability and requiring support they will be allocated a support level by DECD such as:
  - A level (students receive 1 hour of funded support time per week)
  - C level (consultative only)
  - D level (students receive 3 hours of funded support time per week)

An NEP will be created for the student which outlines strengths and learning goals.

**Please note that some learning difficulties such as dyslexia do not attract additional funding for student support. Also please note the referral process can take a lengthy period of time.**