



## Intervention and Support Policy

The Melbourne Declaration commits ‘to supporting all young Australians to become successful learners, confident and creative individuals, and active and informed citizens’ and to promoting equity and excellence in education.

The DIAf Improvement and Accountability framework states, “It is the right of every child and young person to learn and make as much progress as possible”

Underdale High School promotes a supportive learning environment that values diversity, inclusion and participation in learning experiences to enable students to achieve their personal best. Students with learning difficulties and disabilities are provided with additional support, appropriate curriculum and assessment modifications. This is done according to their individual needs within the mainstream classes, to ensure access and participation in the broad and balanced curriculum. In order to promote continued improvement in student learning outcomes, staff are involved in ongoing professional development in the use of varied methodologies and assessment practices, which benefit all students, but in particular those with learning difficulties or disabilities.

The intervention and support for students at Underdale High school is:

- equitable and inclusive
- focussed on student learning outcomes
- targeted to support individual students to address their learning needs through explicit and scaffolded learning, intervention programs or additional resources

**First wave intervention and support** is sustained high quality teaching that differentiates the learning experiences and assessments to engage, challenge and support all learners to achieve or exceed the agreed standards.

At UHS there is a whole school approach to literacy and all staff are trained in Tactical Reading. Through the Professional Learning teams there is a focus on improving student learning through collective inquiry, professional dialogue and the sharing of pedagogy, assessment strategies as well as resources. Staff use the learning and assessment design approach and are familiar with Teaching for Effective Learning (TfEL) and the Australian Institute for Teaching and School Leadership (AITSL) National Teacher Standards.

**Second Wave intervention and support** is the quality targeted teaching that is provided for some students who need additional or alternative instructions to achieve agreed standards. Subject teachers design differentiated learning experiences and assessment tasks, based on SACE or Australian Curriculum, that support students at different levels of readiness for learning, with different interests or learning profiles. Teachers can differentiate any one of the four classroom elements of subject content, teaching and

learning strategies, how the student demonstrates learning as well as the learning environment, to cater for individual learning needs.

**Third Wave intervention and support** is the quality specialised teaching provided for a few learners who require ongoing intensive intervention to progress their learning. Through the ongoing monitoring of learner achievement data, students who required further support are identified. In consultation with the Special Education staff, these students receive more targeted and individualised intervention through the provision of alternative resources, in class support by SSO or another teacher, the Multi Lit reading program or a Social Skills program.

Students who are verifiable under the “Students with a Disability Policy” have a documented Negotiated Education Plan (NEP) which outlines the individual’s learning goals and strategies to support the student to achieve their full potential. The NEP is a formal document that is agreed upon by teachers, the parents and the students and any other professionals or medical practitioners who are working with the student. The aim of the NEP is to outline a personalised learning program that is at an appropriate level for the student to be successful; it outlines the student’s goals as well as the required support or accommodations that need to be in place to enable the student to equitably access the curriculum.

Some students with disabilities or learning difficulties can be supported to achieve their SACE through modifications to their SACE subjects by applying for Special Provisions through the SACE Board.

Underdale High Schools policy and practice conforms with the broad aims and goals of the  
-DECS Student with Disabilities (2006)  
-Disability and Discrimination Act (1992)  
-Disability Standards of Education ( 2005)

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