

## Additional Support Programs

At Rye Primary School we pride ourselves on catering for the learning needs of all students. The instruction and inclusion of students with **additional learning needs** is achieved through:

1. The provision of additional reading and writing support by a teacher, aide and volunteer for small groups of students in the school's **Literacy Support Centre**. This specialised intervention ensures identified students develop vital skills, strategies and confidence in the early years.
2. The provision of the **Applied Behaviour Analysis (ABA) program** for students on the autism spectrum. ABA, a teaching method based on research, supports students to make significant gains in language, social skills, motor skills and learning. The program breaks complex skills down into small steps which are practised until functional/fluent level is reached. Each child's program is created, monitored and reviewed by a Light Up Autism Foundation psychologist who trains the school's Education Support Staff members to conduct daily one hour learning sessions based on a child's needs and progress.
3. The development of **individual education plans (IEPs)** in consultation with teachers, aides, parents and Wellbeing staff to define learning goals and strategies to be implemented at school and home. IEPs are developed for students requiring additional support or extension.
4. The utilisation of supplementary funds made available through the **Program for Students with Disabilities (PSD)** to employ additional staff to support the educational needs of students who meet the eligibility criteria.
5. The utilisation of the Department's **Student Support Service** personnel such as psychologists, speech therapists and social workers to gain further knowledge and understanding of referred students' additional learning needs and to enhance teachers' ability to develop appropriate learning programs.
6. The use of the **Visiting Teacher Service** to support eligible students' personal care, safety or mobility needs.
7. The use of **English as an Additional Language (EAL)** teachers to assess new students and provide guidance on their curriculum pathways.
8. The referral of students to **external agencies** such as Occupational Therapy to assist with fine motor skills or self-regulating behaviours.
9. The **professional judgements of teachers** in identifying students' learning needs and adjusting instruction or programs accordingly. For example, by providing one-to-one or small group instruction or by differentiating tasks in response to a learner's needs.
10. The monitoring and reviewing of student needs through **Student Support Group (SSG) and Wellbeing Team** which involve school leaders, teachers, aides, parents and other educational specialists.