

What if I have a concern about a learner?

New enrolment of a student for whom there are concerns: Complete [Enrolment Application Support Process \(EASP\)](#).

Stage 1. Class subject teacher (CT) gathers information regarding their concern about a student's learning or behaviour and acts upon it.

1. **Read student file.** Discuss concerns with previous teachers, teacher assistants and other school based personnel. Check to see if there is a transfer note or EASP data. Determine if there is existing identified giftedness, disability/impairment and/or culturally and linguistically diverse, emotional and behavioural concerns, school attendance or health problems.
2. Teacher collects evidence about identified concerns (work samples, reports, NAPLAN, incident reports, running records, observations, behaviour tallies, etc). (Could use [Student Support Action Planning Tool](#))
3. Discuss concerns and share information with **parents**. Check medical history including vision and hearing assessment, sleep patterns, diet, and home behaviour.
4. Document an agreed short term course of action and when you will next discuss this.

Other school based personnel (ST-IE, GC, CST, & or member of leadership team) may be involved according to the student's or school need. N.B some students will go through multiple iterations of stage 1 without descending to stage 2.

EXIT

Stage 2. Student Support Process

Action planning meeting

1. Classroom/subject teacher discusses areas of concern as per the school's documented processes for student support.
2. Record discussion/issues and determine actions, roles and responsibilities as per the documented school processes. For example, parent/s may take their child to general practitioner, ST(IE) may assess, observe and/or provide resources/strategies, GC may complete risk assessment, establish a GC file, consult other disciplines for strategies.

Student Action Plan

3. Set no more than 2 SMART (specific, measurable, attainable, realistic and timely) goals to address area of concern.
4. Identify strategies that will support the goals.
5. Class/subject teacher implement plan (6-10 weeks) keeping data (anecdotal, numeric etc) on the effectiveness of adjustments/strategies (Could use [Student Support Action Planning Tool](#))
6. Set time/date for review on completion of interim plan.

Stage 3 Review Student Action Plan – determine next step

1. Classroom/subject teacher (CT) and student support team (as above) and parent/carer discuss outcomes achieved/not achieved based on evident collected by CT or subject.
2. CT process evidence of learning with summary/analysis indicating level of support/context etc.
 - a. Record progress on the plan and profile student (Could use [Student Support Action Planning Tool](#))
 - b. Intervention successful – CT to monitor
 - c. Progress – Continue/modify plan – (return to Stage 2)
 - d. Minimal progress – reconsider the plan (return to Stage 2)
 - e. Minimal progress – further investigation and data gathering about the student learning needs and characteristics (return to Stage 2)

EXIT

Stage 4. Request for Service – Impairment, as described in the DDA Standard for Education 2005 is suspected, formal assessment by BCE GC, BCE Speech Pathologist or external provider as per the EAP Verification requirements. To initiate BCE GC & BCE Speech Pathology services a request for service must be completed. Data gathered must inform Stage 2 & 3 or could be exit point.

EXIT

Stage 5. Education Adjustment Program

Impairment leads to activity limitation and participation restrictions that result in a disability, therefore verification is appropriate.