ANNANDALE STATE SCHOOL
STUDENT SUPPORT REFERRAL PROCESS

PRELIMINARY PHASE

Class teacher
- Identifies students of concern through class data, NAPLAN data or PAT –R and PAT –M data.
- Collects appropriate diagnostic and summative evidence about student achievement.
- Makes and records adjustments on One School within the Differentiation section of class unit plans within the classroom program to support the students learning.
- Makes parents aware of concerns.

PHASE ONE

Class Teacher approaches Deputy Principal with evidence about their concerns and adjustments already being made for an individual.
- If Deputy Principal and class teacher agree that further investigation is required a Referral to Student Support Group form is completed collaboratively.
- Class Teacher to inform parents of this action.

PHASE TWO

Deputy Principal tables student at Student Support Meeting with Referral and attached class evidence.

Outcomes
- Childs needs are met through classroom modifications and scaffolding and these are documented on One School within the Differentiation section of class unit plans or within Teachers weekly planning.
- Name entered on Phase 1 Support List.
- Recommendations from Student Support Group notated on Referral and returned to class teacher.
- Recommendations also recorded on Student Support Group Register.

POSSIBLE OUTCOMES
- Childs needs must be met through classroom modifications and scaffolding and documented on One School within the Differentiation section of class unit plans or within Teachers weekly planning.
- Case Manager maybe allocated and action plan developed. (In consultation with class teacher and parents)
- If necessary Parent permission is gained for referral to EQ specialists including Speech Language Pathologist/Guidance Officer.
- If necessary Parent Permission is gained for referral to outside agencies eg Child Health/CAPD
- Any possible information gained from specialists is shared with Class Teacher and parents.
- Student records must be updated by Class teacher or Case Manager on One School using SER tab.
- Student may be identified as requiring PHASE 3.
- Name entered as Phase 2 Support List.

PHASE THREE (approximately 2-4% students)

Student Support meeting recommends student being identified as requiring PHASE 3 support

POSSIBLE OUTCOMES
- Case Meeting must be held including all relevant personnel including specialists and parents.
- Intensive Teaching Support Plan must be formulated, recorded on One School under the SER tab. It is implemented and monitored by the class teacher in co-operation with the STLaN.
- Intensive Teaching Support Plan reviewed at least every six months.
- Name entered as Phase 3 Special Needs Support list.

Reviewed 11 December 2013