



PROCEDURE: Learning Adjustments

UPDATED: 2018

REVIEWED BY: Senior Executive

STATEMENT OF INTENT: At Northlakes High School all students' learning needs are catered for through relevant, accessible and meaningful learning opportunities and strategies. Staff, through the use of evidence and data, will identify students' particular needs and provide adjustments in curriculum.

APPLICABILITY:

All students and staff at Northlakes High School.

DoE POLICY/PROCEDURE REFERENCE:

- E.S.E.S
- G.A.T.S
- BOS
- Aboriginal Education
- NCCD – Disability Act
- English as Additional Language or Dialect (E.A.L.D.)

DEFINITIONS:

What is Life Skills?

Life Skills is a curriculum option for students with special education needs. Life Skills is for those students who cannot access the regular outcomes and content with adjustments and/or disability provisions and is predominantly for those students with an intellectual disability. Life Skills may provide a more relevant, accessible and meaningful option for some students with special education needs.

RATIONALE:

This Policy is intended to:

- Ensure all students at Northlakes High School can access an appropriate curriculum
- Staff have the knowledge, skills and systems to fully support students
- Ensure Northlakes High School is compliant with all Department of Education policies

PROCEDURES:

Refer to:

- Literacy Implementation Plan – 2016
- AVID Implementation Plan – 2016
- GATS
- Those whose potential in _____ above average in one of more of the following

domains – intellectual, creativity, social and physical

- Those whose skills are above average in one or more areas of human performance
- Numeracy
- Alternative Education Structures Plan
- Life Skills
- Adjustments – measures our actions taken in relation to teaching, learning or assessment to allow a student with special needs to fully access syllabus outcomes and content on the same basis as their peers
- E.A.L.D.
- The EAL/D learning progression includes:
 - Broad descriptions of the characteristics of learner groups at each of four phases of English language learning. EAL/D students of any age may be in any of the language learning phases:
 - Beginning English – students with some print literacy in their first language. A subcategory, Limited Literacy Background, is included to describe the reading/viewing and writing behaviours typical of students with little or no experience of literacy in any language
 - Emerging English – students who have a growing degree of print literacy and oral language competency with English
 - Developing English – students who are further developing their knowledge of print literacy and oral language competency with English
 - Consolidating English – students who have a sound knowledge of spoken and written English, including a growing competency with academic language