



St Gerard Majella School

Diverse Learners Policy

PREAMBLE

St Gerard Majella School seeks to build and sustain a Catholic Christian community for all. We acknowledge the right of every child with specific educational needs to an education that is as complete and appropriate as possible. We also acknowledge the need to support parents in attaining an appropriate education for their child.

POLICY

St Gerard Majella School will strive to provide an inclusive curriculum that meets the needs of students including those diagnosed with disabilities, learning difficulties and high potential learners.

VALUES

Dignity, Justice, Respect, Inclusivity, Fairness, Equity and Compassion.

PRINCIPLES

St Gerard Majella School has a process in place to identify and respond to the needs of students with specific needs which impact on their ability to access the curriculum.

This process:

- Ensures the early identification of learning difficulties, learning disabilities, other diagnosed disabilities and high potential learners.
- Responds to students' identified learning needs through effective learning and teaching practices based on research.
- Uses inclusive curriculum practices that incorporate and capitalise on the diversity of knowledge, social and cultural experiences, beliefs and values of students.
- Provides a range of curriculum and flexible program options designed to respond to the individual learning needs of these students.
- Where required provides regular Case Conferences with specialised personnel and parents to consider individual students' needs and plan for their future learning.
- Ensures that the placement of students into classes is done in consultation with the Principal, classroom teacher and the Learning Support teacher/s.
- Ensures that SGM follows the Supported Enrolment Process adopted by CES Cairns.
- Consideration will be given to the availability of physical, human and financial resources.



St Gerard Majella School

Learning Support Policy- continued

Definitions:

Learning difficulties and learning disabilities refer to barriers which limit some students' access to, participation in and outcomes from the curriculum.

Students with learning difficulties are those whose access to the curriculum is limited because of short-term or persistent problems in one or more of the areas of literacy, numeracy and learning how to learn.

Students with learning disabilities are one small group of students with learning difficulties who because of the neurological or environmental basis of their difficulties, have persistent long-term problems and high support needs in one or more of the areas of literacy, numeracy and learning how to learn. These students do not have generalised intellectual impairments but rather demonstrate idiosyncratic learning styles, which are determined by the nature of their specific disorders and inhibit their learning at school.

High potential learners are those students who possess natural abilities or aptitudes at levels significantly beyond what might be expected for one's age. A student might have high potential in any one of the cognitive, creative, socio-affective or sensorimotor domains—or in several, or in all. High potential learners may also have achievement or performance at a level significantly beyond what might be expected from same-age-peers in one or more fields of human activity

EVALUATION

This policy is to be reviewed as part of the School's renewal cycle.

This policy was last ratified by School Board on 22 July 2020.

Chair Signature.....