Learning Support Policy

Rationale:

Santa Maria College is a Catholic Girls’ School committed to the Good Samaritan Tradition of education, which embodies a spirit of welcome, love, service and compassion, supporting and celebrating a diversity of learners. In this educational environment, students are accepted, affirmed, encouraged and challenged to grow to their full potential. The College has an open enrolment policy in accordance with Federal and State legislation and caters for students with a range of academic abilities, including students with learning difficulties and impairments as well as Gifted and Talented students.

Policy:

Santa Maria College policy acknowledges the uniqueness of the individual. It makes provision for an inclusive (whole school) approach to curriculum. This enables students’ individual needs to be addressed within a community and pastoral framework, so that they achieve their academic and personal potential and become confident members of society.

Principles Underpinning Policy:

Students have a diverse range of skills and learning needs and thus our policy:

- Reflects a sound understanding of the student with special needs
- Provides a caring community through pastoral support, relationships and participation which enhance the student’s self-esteem, worth, identity and dignity
- Encourages partnership with parents to support their daughter’s personal and educational growth
- Facilitates the inclusion of students with special needs through supportive whole school structures, strategies and programs from years 7 to 12
- Enables access to essential learning through appropriate programs within the regular class and in specialised activities / groups
- Provides age-appropriate learning opportunities that are relevant to the student’s physical, intellectual and social/emotional needs and are part of the continuum of learning for life
- Values individual learning styles and preferred learning styles and students’ capacities for learning at different rates
- Empowers students, through an understanding and acceptance of their own capacities and potential (including strengths and weaknesses), to participate with teachers and specialists in determining how their needs are met within the school program
- Encourages students to become independent learners through increasing personal strategies and resources while recognising the inter-dependence of the members of the community
• Recognizes the critical role of social skilling and social interaction factors for the effective inclusion of the student in a regular class

• Supports transition of students at critical points, particularly year 7 entry and pathways planning in the senior years

• Encourages all faculties to engage in consultation with the Learning Support Team and periodically review their work requirements to examine the provision for special needs

• Promotes professional development in the area of inclusive education through working with individual teachers, faculties and whole staff groups

• Fosters networks with other professional consultants and agencies in seeking to understand and meet the special needs of students

**Intended Audience:**
Santa Maria Community

**Related Documents:**
Pathways and Transition in the Post-Compulsory Years, Catholic Education Victoria Network, May 2002


**Santa Maria College Documents:**
Assessment and Reporting Policy
Teaching and Learning Policy
Learning Support Model
Learning Support Leader

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Learning Support Team

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