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# REACH PROGRAMME

## AIM

The School recognises the needs of individual students differs and that no single method of teaching supports all students. All students will access a broad and balanced curriculum. The School aims to provide support which ensures all students are supported to reach their full potential, through the provision of programs which will support or extend every student to access a broad and balanced curriculum.

The School complies with the legislative requirements and Guidelines set out in the Nationally consistent collection of Data on School Student with Disability, Disability Standards for Education (2005), Disability Discrimination Act (1992) and Melbourne Declaration on Education Goals for Young Australians (2008), to ensure students receive appropriate adjustments to enable participation on the same basis as other students.

Our team consists of counsellors, teachers and education assistants who work collaboratively to support students with academic, social and emotional or behavioural needs. Open communication and transparency is valued in all aspects of students' education, therefore the School works in close partnership with parents.

## OBJECTIVES

- Identify students' individual needs.
- Implement strategies to support students identified needs.
- Provide an environment that supports students' academic, social and emotional needs.
- Develop and value an effective working relationship with parents in the education of their children.
- Establish effective working relationships with outside agencies to maximize student achievement.
- Ensure students with disabilities are funded, through monitoring and applying for government funding as applicable.

The Reach Programme works with students requiring Learning Support and is consistent with the objectives of the Commonwealth Disability Discrimination Act (1992) for meeting Special Educational Needs within the school environment.

The Disability Discrimination Act 1992 was passed to promote the rights of people with disabilities. The School supports the principle that children with disabilities have the same fundamental rights as the rest of the community.

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have Special Educational Needs (SEN) if they have a learning difficulty that calls for special educational provision to be made for them.

Without limiting the definition of a learning difficulty, children have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools.
- Are under compulsory school age and fall within the above definitions or would do so if special educational provision was not made for them.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## DEFINITION OF GIFTED AND TALENTED

The School recognises the research carried out by Gagne (1985) and adopts his definition of model of giftedness and talent.

Gagne defines giftedness as the possession of natural abilities or aptitudes at levels significantly beyond what might be expected for one's age, in any domain of human ability.

Without limiting the concept of giftedness, the student may be gifted in any one of the following domains:

- **Cognitive** – Judgement, reasoning, deduction, verbal, spatial and memory.
- **Creative** – Imagining, retrieval, fluency.
- **Socio-affective** – Intelligence, communication and influence.
- **Sensory motor domain** – Visual, auditory and strength.

## PARENT INVOLVEMENT

Given their knowledge and experience of their children, we recognise that parents have a critical role in their education. Therefore it is essential that parents disclose any diagnosis or current testing of learning difficulties during the enrolment process or as soon as possible thereafter.

The School will assist parents to:

- Make their views known about how their child is educated;
- Have knowledge of the child's entitlement if they are funded;
- Have access to information, advice and support regarding their child's participation in the programme.

## INCLUSION

The School fully supports inclusivity. This concept is firmly embedded within the National Curriculum. Teaching and learning adjustments are integral to education, enabling students to fully participate in their schooling.

The School is fully committed to the implementation of the following inclusive practices:

- Planning to meet the needs of the diverse range of students, at the earliest possible phase of schooling;
- Ongoing review and evaluation to ensure effective provision is made for individual student need.