

Developing and Delivering Individual Supports Policy and Procedure

South Australia

1. Purpose

This policy ensures that students in South Australian education settings who require additional support to access learning or wellbeing services receive timely, equitable, and evidence-based individual supports tailored to their specific needs.

2. Scope

This policy applies to all staff of the CITC who are involved in identifying, planning, implementing, and reviewing individual supports for students.

3. Policy Statement

We are committed to providing all students with access to appropriate individual supports that:

- Promote inclusion and participation.
- Are developed collaboratively with students, families, and relevant professionals.
- Are responsive to individual strengths, needs, and circumstances.
- Align with the South Australian *Education and Children's Services Act 2019*, *Disability Standards for Education 2005*, and other relevant legislative frameworks.

4. Definitions

- **Individual Support:** A tailored set of strategies, adjustments, or services designed to meet a student's specific learning, behaviour, or wellbeing needs.
- **Personalised Learning Plan (PLP):** A documented plan developed collaboratively to support students with additional needs.
- **Reasonable Adjustment:** Modifications made to enable students with disability to participate fully in education.

5. Procedure: Developing and Delivering Individual Supports

5.1 Identification

- Use a combination of teacher observations, assessment data, student voice, family input, and specialist referrals.
- Consider academic, behavioural, social-emotional, and communication needs.
- Screen for trauma, disability, cultural background, and mental health concerns where appropriate.

5.2 Referral and Collaboration

- Refer to student support services (e.g. speech pathologists, psychologists, behaviour coaches) when necessary.
- Engage with families/carers early and regularly.
- Consult culturally appropriate services when supporting Aboriginal and Torres Strait Islander students or students from culturally and linguistically diverse backgrounds.

5.3 Planning Supports

- Develop a **Personalised Learning Plan (PLP)** or **One Plan** for eligible students.
- Ensure the plan includes:
 - Clear goals and outcomes.
 - Specific strategies and adjustments.
 - Assigned roles and responsibilities.
 - Review timelines.

5.4 Delivery of Supports

- Implement supports using flexible, trauma-informed, and evidence-based practices.
- Incorporate supports across curriculum, routines, and social interactions.
- Use multi-tiered support models (e.g. Tier 1 universal, Tier 2 targeted, Tier 3 intensive).

5.5 Monitoring and Review

- Regularly review the effectiveness of supports with the student, family, and involved staff.
- Adjust plans based on feedback, student progress, or changes in circumstances.
- Document reviews and maintain secure, up-to-date records.

6. Roles and Responsibilities

| Role | Responsibilities |
|-----------------|--|
| CITC CEO | Ensure implementation of the policy, allocate resources, and foster inclusive culture. |
| CITC Management | Identify needs, develop plans, apply strategies, and track progress. |
| CITC Trainers | Provide specialist input and training. |
| Students | Where appropriate, contribute to goal-setting and provide feedback on supports. |

7. Related Legislation and Policies

- *Education and Children's Services Act 2019 (SA)*
- *Disability Discrimination Act 1992 (Cth)*
- *Disability Standards for Education 2005 (Cth)*
- *Children and Young People (Safety) Act 2017 (SA)*
- South Australian Department for Education: *Inclusive Education Support Program, One Plan Policy and Guidelines*

8. Policy Review

This policy will be reviewed every year or in response to legislative or procedural changes, with input from educators, families, and students.

Approved by: Simon Last

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Next Review Date: April 2026