



## Special Needs Policy

***This policy addresses issues in relation to:  
Safe and Supportive Environment – Student Welfare 3.6.2***

***(See also Policy on Disability Discrimination)***

At Al-Faisal College, we believe that all students are capable of learning when the curriculum is differentiated to meet their varying needs. Learning should be planned and structured in interesting and challenging ways that encourage creative and imaginative thinking. The College aims to produce students who are knowledgeable, risk-takers and life-long learners.

Al-Faisal College is committed to offering students a quality and evidence based education. Programs are developed in accordance with NSW Education Standards Authority (NESA) requirements and are designed to equip students for the 21<sup>st</sup> century, through the development of skills and strategies that incorporate the cross curriculum priorities and general capabilities.

The College has a responsibility to meet the learning needs of students. Students learn at different rates and display different abilities at the earliest stages.

Special needs may fall into two categories:

- ***Gifted and Talented***
  - Students who are Gifted and Talented
  - Underachieving Gifted and Talented students
- ***Learning Needs***
  - Students with special needs in numeracy and/or literacy
  - Students with behavioural support needs including ADHD
  - Students who may be on the autism spectrum including Aspergers

Many people assume that superior intelligence or ability is the key to success. Three decades of research shows that an overemphasis on intellect or talent – and the implication that such talents are “fixed” – leaves people vulnerable to failure, fearful of challenges and unmotivated to learn.

Teaching people to have ‘**growth mind-set**’ which encourages a focus on **effort** rather than on intelligence or talent, produces high achievers in school and in life.

Parents and teachers can engender a **growth mind-set** in children by praising them for their effort or persistence (rather than for their intelligence or ability) by telling success stories that emphasise hard work and love of learning.

It is widely acknowledged that a student's progress is determined by the interplay of three factors regarding his / her IQ (Innate Ability - Intelligence Quotient), his / her EQ (Emotional Quotient) and his / her SQ (Spiritual Quotient). Furthermore, the support, love and encouragement that comes from home cannot be



underestimated.

## **Differentiation within the Classroom**

The teaching elements of the College have three main components that cater for the diverse learning needs of students. These are:

- adjusted
- core
- extension

The above structure ensures that any student identified as high progress or Gifted and Talented and / or under achieving, work within differentiated programs that cater for their needs. Programs that currently exist are enriched to accommodate the needs of these students to include -

- Curriculum enrichment and extension
- Differentiated learning programs within the classroom
- Entering gifted students into appropriate levels of: Mathematics, English, Science and Arabic
- Streamed groups based on ability
- Entering students into co-curricular programs such as: Premier's Reading Challenge, Poetry, Writing, Lego Robotics etc.

## **Special Need Assistance**

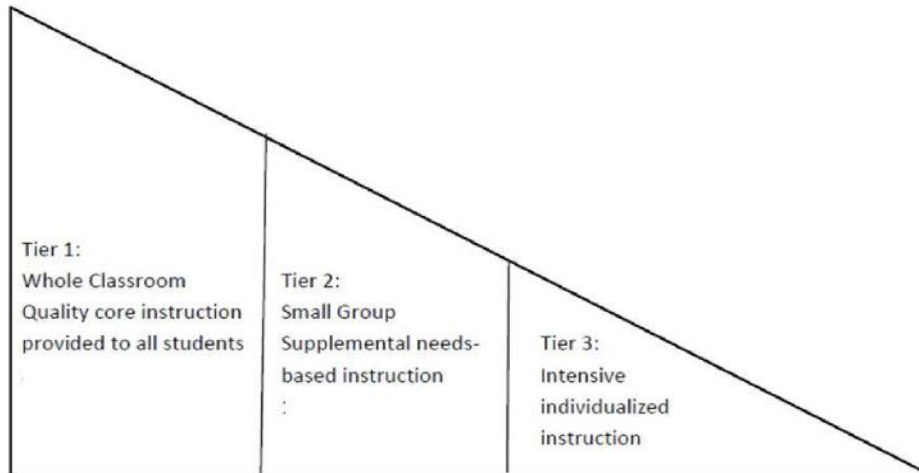
The College offers special needs assistance through the implementation of the following methodologies:

- One on one tuition
- Small group withdrawal
- Working within the classroom context and / or streamed groups
- Team teaching



## Response to Intervention Model (RtI)

The College has implemented the Response to Intervention (RtI) model. The three tier model is the practice of providing high quality instruction/intervention matched to student needs. Progress is closely monitored and changes in instruction are based on data collected from on-going assessment.



## What do the Tiers Mean?

### Tier I

ALL students receive Tier I interventions, also known as “Best Practices.” Tier I interventions will be successful with 80-90% of the student population. Classroom teachers provide Tier I interventions and supports.

### Tier II

Based on academic school-wide screening, students who are not meeting grade level benchmarks and for whom Tier I interventions are not supportive enough may receive Tier II interventions. Tier II interventions are provided by the classroom teacher as well as support staff when necessary.

### Tier III

Students who are not making adequate progress at Tier II may receive Tier III interventions. Tier III interventions include intensive instruction, specific to the students’ highest area(s) of need. Tier III should only represent 1-5% of the population. Tier III interventions are provided by the classroom teachers as well as specialists in the specific area of skill deficit.

Date of Policy:  
January 2022

Proposed review date of  
policy: January 2023  
*or earlier where amendments in  
legislation require immediate policy  
reviews*