



MURRAY BRIDGE SPECIAL SCHOOL

RESEARCH INTO ACTION

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AN ANXIOUS CHILD IS NOT A LEARNING CHILD

YOUR CHILD'S ONE PLAN

Dear Families,

During term one Learning Facilitators spend critical time **establishing trusting working relationships** with your child.

Term one is used to review your child's existing learning data which is collected by our school, the Department for Education and other agencies. The data may include supporting reports and documents such as psychological, speech and/or behavioural assessments.

A request for support to the local Murray Bridge Support Services team for a new assessment/s or review may also occur during this time.

A range of functional assessment tools are then used to verify skills which have been maintained, and identify those which are required for learning to improve.

The Australian Government has identified **consistency** as a key element for successful learning and in response developed the 'Australian Curriculum'. The **consistent** element for successful learning for our learners is the **One Plan** and its implementation of the Australian Curriculum.

It is essential the One Plan process is completed thoroughly and with rigor as the One Plan accompanies your child through their schooling. Although all of our learners have a designated Learning Facilitator and support staff, it is the responsibility of **all** staff at Murray Bridge Special School to work with our learners to effectively and consistently implement their One Plan goals.

From week nine of term one Learning Facilitators begin the drafting process to document the learning goals for an updated One Plan.

The One Plan identifies learning achievements and learning strengths, and importantly explores strengths, interests and motivations from the perspective of the learner, the learning facilitator and parents and carers. The Plan identifies the type of adjustments the learner requires to be successful. The Plan will contain aims and goals in learning for your child to progress.

Please expect to receive a copy of your child's draft One Plan shortly. The draft plan may contain annotations by your child's Learning Facilitator for your comment. Please take the time to review your child's draft One Plan and provide feedback to the Learning Facilitator by writing on the plan as well. Please return the draft plan along with any feedback **before your scheduled meeting time**. Your child's Learning Facilitator will use your comments and feedback as valued information to continue to develop the draft One Plan.

Learning Facilitators will contact each family individually to negotiate mutually acceptable pathways to develop the Plan from draft to Updated Edition.

Definitions of terminology which may feature in your child's One Plan:

1. **SMARTAR** goals

Specific
Measurable
Achievable
Relevant
Time-framed
Agreed
Reviewed

2. **Adjustments:** "Adjustments are measures taken to ensure that curriculum, teaching material, program delivery, learning activities and learning assessment all take account of the intended educational outcomes and the capacity of the child or student (DECD Children and Students with Disability Policy, 2014)".

Types of Adjustments:

Curriculum: Typical adjustments;

- Personalised modifications to all courses, programs, tasks and assessments and intensive individualised instruction
- Specialised assistive technology e.g. AAC devices
- Alternative communication modes e.g. Picture Exchange Communication Systems (PECS)
- Continuous ongoing informal assessment of learning

Instructional: Typical adjustments;

- Individualised curriculum content, delivery and assessment
- Highly structured task analysis approach
- Positive Behaviour Support (PBS) designs
- Augmentative Alternate Communication (ACC) devices
- Assistive technologies e.g. Big Mac, text to speech
- Health Support Planning/Interventions
- Duty of care responsibilities across education setting as per specialist support from support services and external agencies

Environmental: Typical adjustments;

- Disabled toilet
- Risk assessment completed
- Modify classroom and outside environments e.g. sound proofing classroom, fencing, paths, paving
- Flexible learning spaces identified
- Gradual desensitising of environmental stimulus

Staff at school look forward to continued working with you to shape a functional and meaningful One Plan for your child.

Warmest Regards Always,

Vicki
14/02/2019



Government of South Australia
Department for Education