



*Radiant Life College  
Student Support  
Pathway*



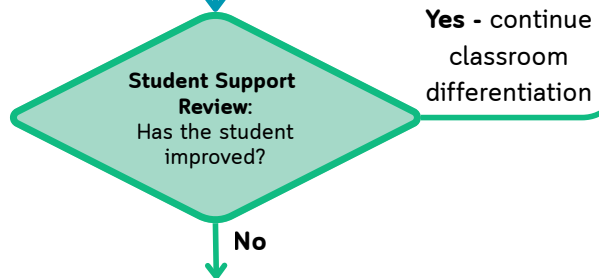


## STUDENT SUPPORT PATHWAY

**Student Support Entry**  
**Teacher** identifies ongoing academic, behavioural or social-emotional concerns that persist despite normal classroom support

**Phase 1: Targeted Classroom Differentiation**

- **Teacher** trials 1-3 targeted classroom adjustments and monitors student's response for approximately 3-5 weeks. LET support is optional.
- **Teacher** consults parents/carers.

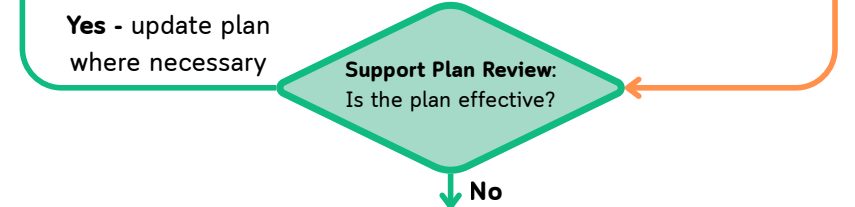


**Phase 2: Screening and Assessment (Evidence Gathering)**  
 LET, DP and relevant specialists (Psychologist, OT, GO, Speech Pathologist etc.) may conduct screenings or assessments where required to inform support plan type (including evidence from Phase 1).  
*\*Evidence contributes to NCCD adjustments.*

**Phase 3: Support Plan Development Meeting**  
**Stakeholders** (Parents/Carers, Teachers, LET, CSO, DP and/or Principal, Student) meet to set goals based on student strengths and identified needs.

**Possible Support Plans**

Support Plan Type	Focus Area
Individual Education Plan (IEP)	Academic, social-emotional or environmental adjustments and goals.
Behaviour Support Plan (BSP)	Proactive behaviour strategies and expectations for significant behaviour concerns.
Education Support Plan (ESP)	Specific planning for students in Out of Home Care.
Individual Curriculum Plan (ICP)	Modified curriculum, goals and assessment aligned to student learning level.
<b>Medical Plan</b>	
Health Care Plan	Medical conditions requiring staff awareness, medication or emergency procedures.



**Phase 4: Escalation to Specialist Referrals or Disability Verification**  
 DP/LET escalate support to specialist referrals or disability verification processes.

## Student Support Entry

### Purpose:

To formally recognise when a student may require additional support beyond typical classroom practices. This stage ensures that concerns about a student's academic, behavioural, social, or emotional development are identified early and considered within a structured support process.

### Responsible stakeholder:

Classroom teacher (lead), with informal consultation from the Learning Enrichment Teacher (LET) if needed.

The classroom teacher is responsible for identifying and raising concerns based on observations of the student in the classroom.

### Implementation:

The teacher identifies an ongoing academic, behavioural, or social-emotional concern that persists despite normal classroom support and inclusive teaching practices. The teacher can use the **Phase 1: Targeted Classroom Differentiation Tracker** template to collate information and evidence.

Indicators may include:

- ongoing difficulty accessing learning
- persistent behavioural concerns
- challenges with emotional regulation
- significant disengagement from classroom activities
- difficulties with communication or peer interactions

The teacher may use a range of classroom information to identify concerns, including:

- observations during lessons
- work samples
- behaviour records
- engagement patterns
- feedback from other staff
- parent/carer communication

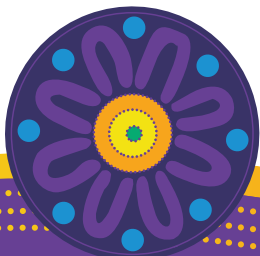
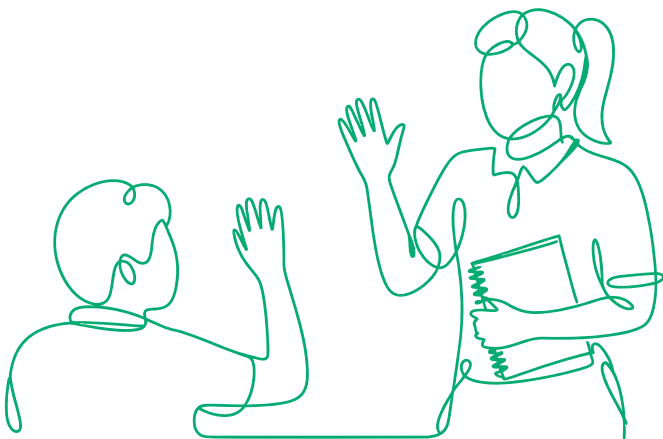
This stage does not involve formal intervention yet, but confirms that the student requires targeted classroom differentiation.

Note - if the student's needs are severe, the Deputy Principal and relevant stakeholders will make an informed decision to escalate the student to **Phase 2: Screening and Assessment (Evidence Gathering)**.

### Next Step:

Teacher begins **Phase 1: Classroom Differentiation**, where targeted classroom adjustments are trialled and monitored over a period of approximately 3-5 weeks.

If the concern resolves during Phase 1, no further escalation is required. If the concern persists, the process continues through the Student Support Pathway.



## Phase 1: Targeted Classroom Differentiation

### Purpose:

To provide targeted classroom adjustments and differentiation within normal teaching practice before moving to formal support processes. This phase allows the teacher to trial strategies and monitor whether classroom-based differentiation is sufficient to address the concern.

### Responsible stakeholder:

Classroom teacher (lead), with optional guidance from the Learning Enrichment Teacher.

### Implementation:

Teacher implements differentiated strategies to support the student within the classroom. These may include:

- Adjusting task difficulty or scaffolding learning
- Visual supports or structured routines
- Explicit teaching of skills or knowledge
- Behaviour supports and regulation strategies
- Flexible seating or environmental adjustments
- Small group or guided instruction

Teacher monitors strategies over a period of approximately 3–5 weeks, unless the concern is significant. Teacher documents the differentiated strategies being implemented (e.g. in planning, observations, resources, work samples).

Parents/carers are notified of targeted differentiated strategies.

Behaviour incidents must be recorded on TASS to document patterns of behaviour.

### Next Step:

A **Student Support Review** is conducted to determine whether the strategies have been effective using teacher-documented evidence.

## Decision – Student Support Review:

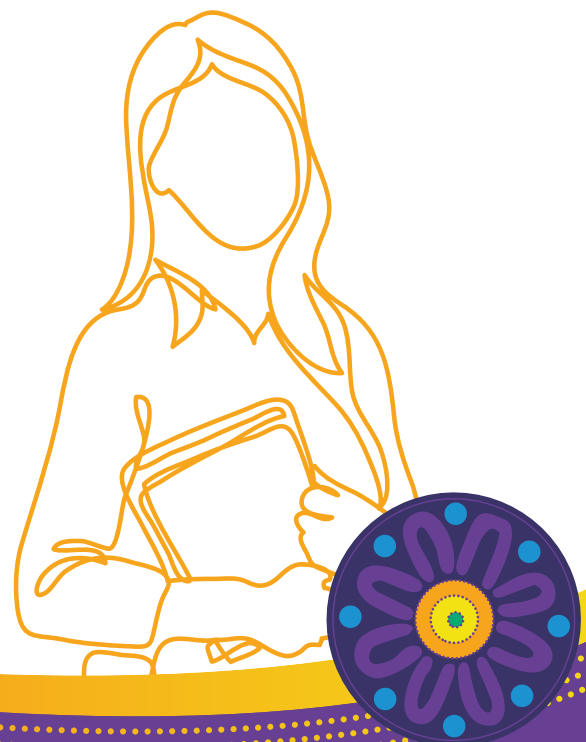
Student support meeting takes place with the classroom teacher, LET and Deputy Principal.

### Yes – Phase 1: Targeted Classroom Differentiation was effective for the student

The strategies remain part of the student's ongoing classroom differentiation. No further escalation is required at this stage.

### No – Phase 1: Targeted Classroom Differentiation was not effective for the student

Teacher consults with the Learning Enrichment Teacher and moves to **Phase 2: Screenings and Assessments (Evidence Gathering)**.



## Phase 2: Screening & Assessment (Evidence Gathering)

### Purpose:

To gather additional evidence and information to better understand the student's learning or support needs. Structured screening or assessment is conducted to clarify the nature and severity of the student's needs.

### Responsible stakeholder:

Learning Enrichment Teacher (lead), School-Based Psychologist, relevant specialists where required (e.g. GP, Paediatrician, Occupational Therapist, Guidance Officer, Speech Pathologist etc.), classroom teacher, with input from school leadership where required.

### Implementation:

Targeted screenings, assessments, or data collection may occur to identify areas of the student's learning, behavioural or developmental needs. This may include:

- Literacy or numeracy screening tools
- Behaviour observations
- Functional Behaviour Assessments
- Work sample analysis
- Teacher observations
- Parent communication
- Review of previous reports or learning history

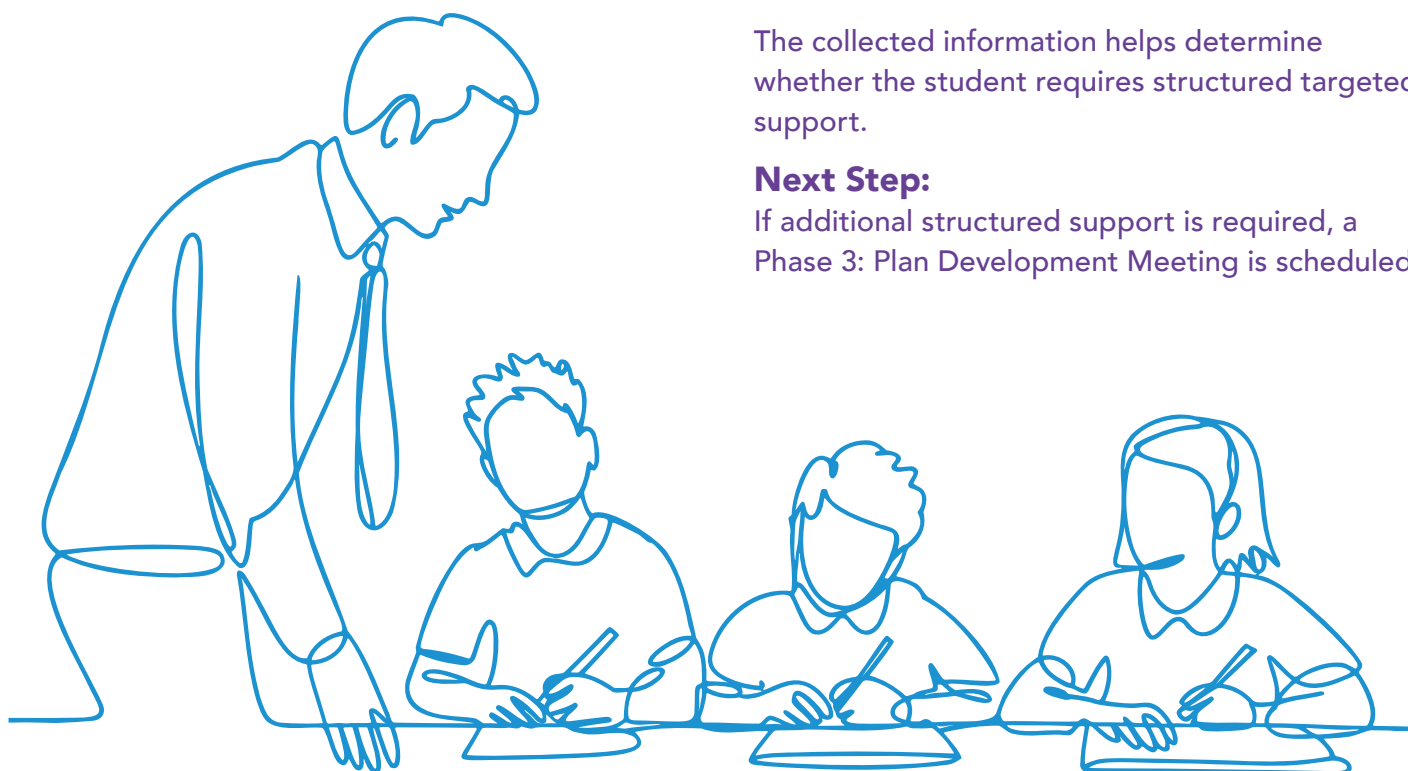
Parents/carers are consulted and permission is obtained where screenings or assessments are required.

Teacher continues implementing strategies and contributes ongoing observations.

The collected information helps determine whether the student requires structured targeted support.

### Next Step:

If additional structured support is required, a Phase 3: Plan Development Meeting is scheduled.



## Phase 3: Plan Development Meeting (Formal Support Plan)

### Purpose:

To collaboratively develop a structured support plan for the student.

### Responsible stakeholder:

Learning enrichment teacher (facilitator), classroom teacher, school leadership, and parents/carers where appropriate.

### Implementation:

A formal meeting is held to review all available information and determine the most appropriate support plan.

During the meeting, the team:

- Reviews screening and assessment information
- Identifies the student's strengths and areas of need
- Sets clear, achievable goals
- Determines appropriate classroom adjustments and strategies
- Clarifies staff responsibilities
- Establishes monitoring and review timelines

A support plan is developed based on the student's needs. Possible support plans include:

The teacher implements the agreed strategies within the classroom. Support plans are reviewed at least once per term or as required to monitor progress.

Parents/carers are consulted before the Formal Support Plan is finalised.

### Next Step:

A Support Plan Review is conducted to determine whether the plan is effective.

## Decision – Support Plan Review:

Reviewed by Leadership/NCCD stakeholder team prior to verification.

### Yes – Phase 3: Formal Support Plan was effective for the student

The plan continues to be implemented and reviewed periodically to monitor student progress.

### No – Phase 3: Formal Support Plan was not effective for the student

Further support and expertise may be required.

The school considers specialist referrals or disability verification processes.

SUPPORT PLAN TYPE	PURPOSE
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Medical Plan – Health Care Plan	Medical conditions requiring staff awareness, medication or emergency procedures.

## Phase 4: Escalation To Specialist Referrals And Disability Verification:

### Purpose:

To access specialist expertise and additional support services when school-based strategies have not sufficiently addressed the student's needs.

### Responsible stakeholder:

School Leadership, Learning Enrichment Teacher, in collaboration with parents/carers and relevant specialists.

### Implementation:

The school may seek further assessment or support from external professionals, which may include:

- Educational psychologists
- Speech pathologists
- Occupational therapists
- Paediatricians
- Behaviour specialists

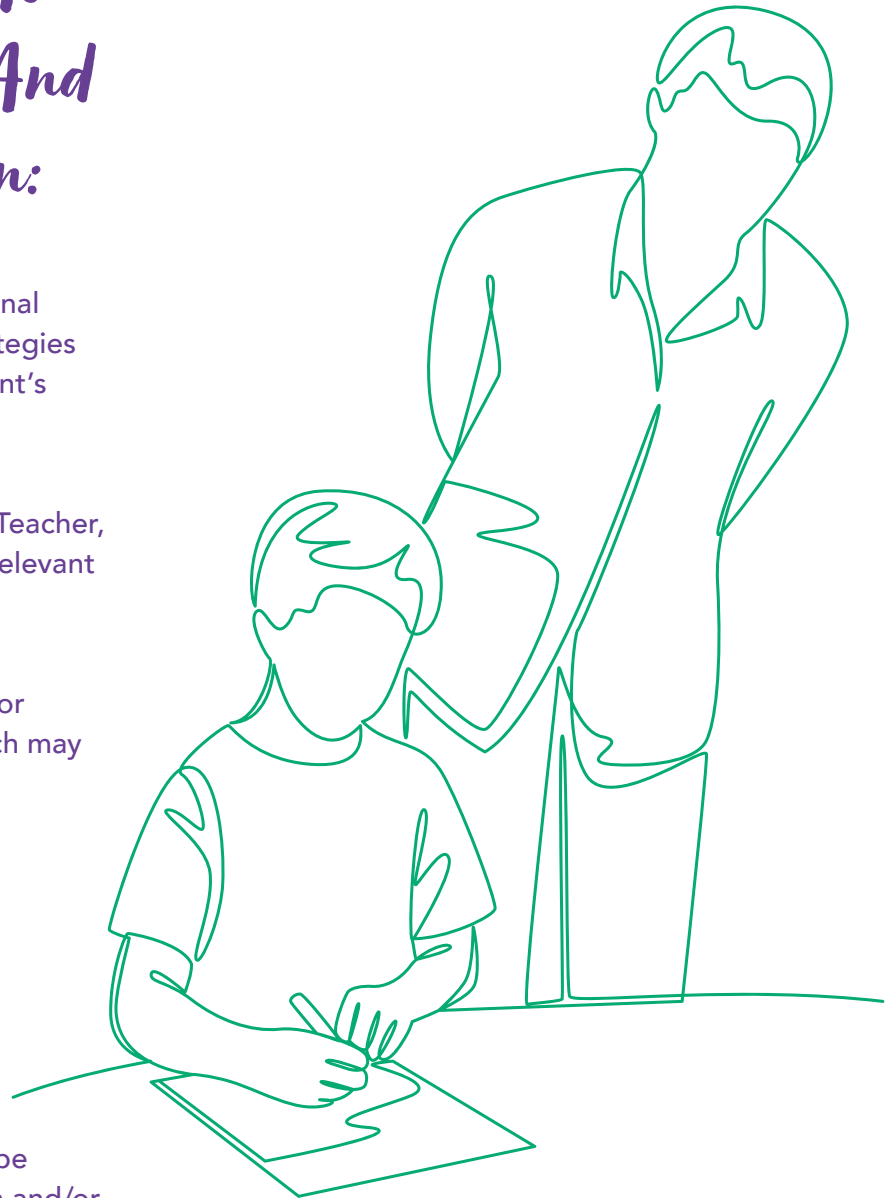
Where appropriate, documentation may be gathered to support disability verification and/or additional funding support processes.

Specialist recommendations inform further adjustments within the student's support plan.

Parents/carers are consulted throughout this process.

### Next Step:

Support plans are reviewed and adjusted based on specialist advice, ensuring the student continues to receive appropriate support within the classroom.



*This process provides a framework for identifying and supporting student needs at Radiant Life College. Implementation may vary depending on individual circumstances and in alignment with school policy and relevant educational guidelines.*

