

Evelyn Scott School Access and Equity Guidelines



Evelyn Scott School

Evelyn Scott School is committed to catering for the individual learning needs of all of its learners. This includes learners with diverse abilities, disabilities and complex needs.

We follow the procedures that reflect the [Disability Standards for Education 2005](#).

“The Standards are intended to give students with disabilities the same rights as other students. The Standards are based on the position that all students, including students with disabilities, should be treated with dignity and enjoy the benefits of education and training in an educationally supportive environment that values and encourages participation by all students, including students with disabilities. To achieve this, the effect of the Standards is to give students and prospective students with disabilities the right to education and training opportunities on the same basis as students without disabilities. This includes the right to comparable access, services and facilities, and the right to participate in education and training unimpeded by discrimination, including on the basis of stereotyped beliefs about the abilities and choices of students with disabilities.”

As an ACT public school we follow the [Access and Equity](#) policies and procedures including:

- [Aboriginal and Torres Strait Islander Education](#)
- [Disability Education](#)
- [English as an Additional Language or Dialect \(EAL/D\)](#)
- [Gifted and Talented](#)
- [International Students](#)

Disability Education

Disability Education programs at Evelyn Scott School cater for learners who have additional needs. There are two ways learners can receive funded support, one is through access to the small group program and the other is through the inclusion support program within a mainstream classroom. The placement of learners in the small group program will be determined by the school's Disability Education Coordinator, the Wellbeing Coach and the leadership team.

Small Group Program

This program is for learners who have met the Education Directorate eligibility criteria for Disability Program (K-10). It has a strong emphasis on inclusion for all learners. Each learner will be a part of both their flexible small group class and a mainstream class in their corresponding year level. Learners who require additional support who are in the process of being assessed for ID and/or ASD may also be considered for the program, at the discretion of the Principal. The flexible group setting provides learners with additional support through a higher ratio of trained staff, access to sensory spaces and targeted individual support to access the curriculum.

- Early years small group setting (K-1)
- Middle - Upper primary small group setting (Years 2- 6)
- High school small group setting (due to commence in 2025)

In class support

This program is for learners who have met [eligibility criteria](#) through Inclusion Support in the Education Directorate and for learners who require additional support within a mainstream class. This support may look different in each classroom and is based on the individual needs of the learner. The following list is indicative of how this support **may** look:

- One on one support with a Learning Support Assistant (LSA) for a specific lesson or period of time
- One on one support with a classroom teacher for a specific lesson or period of time
- Small group learning with a Learning Support Assistant (LSA) for a specific lesson or period of time
- Small group learning with a classroom teacher for a specific lesson or period of time
- Access to the small group program or sensory spaces for a specific lesson or period of time
- Access to appropriate resources specifically to support learning
- Smaller class sizes
- An adjustment or differentiation of the curriculum (reflected in the learners Individual Learning Plan)
- Case coordination approach
- Partnerships with external agencies
- Explicit teaching and scaffolding of tasks
- Specialist professional support including Allied Health, Practitioners with experience in Disability support and complex behaviours

Integrated programs

The Integrated Programs at Evelyn Scott School are designed for learners who require specific and targeted support.

English as an Additional Language or Dialect (EAL/D) learners may be eligible based on a yearly school based moderation process. **Gifted and Talented** learners may be eligible based on external testing and School based standardised testing from Year 2 onwards.

English as an Additional Language or Dialect (EAL/D)

This support is for learners who have met eligibility criteria through language based assessments within the school. Data is used to identify EAL/D learners and their level of English language proficiency.

This support will look different in each classroom and is based on the individual needs of the learner. The following list is indicative of how this support **may** look:

- One on one support with a Learning Support Assistant (LSA) for a specific lesson or period of time
- One on one support with a classroom or intervention specialist for a specific lesson or period of time

- Small group learning with a Learning Support Assistant (LSA) for a specific lesson or period of time
- Small group learning with a classroom teacher or intervention specialist for a specific lesson or period of time
- Specialist EAL/D learning coach to support classroom practice
- Referrals to Intensive English Centre (IEC) where appropriate

Gifted and Talented

This is for learners who have met eligibility criteria through a psychological learning assessment. This data is used to identify Gifted and Talented learners and their areas of strength.

This support will look different in each classroom and is based on the individual needs of the learner. The following list is indicative of how this support **may** look:

- differentiated curriculum that supports extended and personalised learning
- explicit teaching of advanced concepts, ideas and theories
- a case coordination approach
- environmental adjustments
- like-ability grouping
- counselling
- mentoring programs and/or partnerships with external agencies
- acceleration (examples include early entry, subject or whole grade, dual enrolment)

Early Entry in Preschool

To cater to the individual needs of some learners they may be eligible for early entry into preschool. For more information about eligibility and applying for Early Entry please refer to the [Access and Equity](#) policies.

Early Entry for Aboriginal and Torres Strait Islander Children

Early Entry for Aboriginal and Torres Strait Islander children is available for children in the semester prior to their preschool year in an ACT public school. Placements are offered from the beginning of term three if preschool places are available.

To be eligible for consideration for Early Entry a child must identify as Aboriginal and/or Torres Strait Islander and turn three years of age before 30 April of the year of enrolment.

Early Entry for Gifted and Talented Children

Early Entry for Gifted and Talented children may be appropriate for learners entering preschool or Kindergarten. To apply for early entry to four year old preschool or kindergarten, a parent/guardian must meet eligibility and complete the application form at Appendix C, which is available on the Directorate's website (see above link).

Early Entry for EAL/D children

Early Entry EALD placements in ACT Public Schools are for children who are non-English speaking. This procedure enables children access to a maximum of 6 hours of preschool education per week for up to 6 months in the year before preschool. Placements are offered from the beginning of Term Three if preschool places are available. To be eligible for consideration under this procedure the

child: must be non-English speaking; must live in a non-English speaking home; does not have opportunities to socialise with English speaking children of their own age; and must turn three years of age by 30 April to commence preschool. Please note that early entry is not available to dependents of temporary residents.