**Planning for Personalised Learning: Case Conference Student Profile**

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| **Name:****Year Level: Age: Gender:****Ethnicity:** (optional) **Languages Spoken: Attendance:****Critical Information:** (Diagnoses / concerns) **Disability Category:** [ ]  Physical [ ]  Cognitive [ ]  Sensory [ ]  Social & Emotional |
| **Learning Outcome:** (Goals: EAP/ Support Plan / Behaviour Plan / Health Care Plan etc.)  |
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|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Cur | Beh | Soc | Safe | Com A | Com P | Hyg | Eat | HC | Mob | HM |
|  |  |  |  |  |  |  |  |  |  |  |

**SNPI:**  |
| Evidence: (These need to be recorded and placed on the student’s file)

|  |  |  |
| --- | --- | --- |
| [ ]  Student Support Plan [ ]  Behaviour plan[ ]  Educational Adjustment Plan [ ]  Health Care Plan[ ]  EAL/D [ ]  Transition from school Support[ ]  Early Childhood Intervention Support[ ]  Disability Advisor Support [ ]  Autism Advisor Support | [ ]  Hearing report /Advisor[ ]  Vision report / Advisor[ ]  Speech, Language & Comm. Advisor[ ]  Doctor/GP/ Clinic[ ]  Paediatrician[ ]  Occupational therapist[ ]  Physiotherapist[ ]  Speech pathologist | [ ]  Independent therapy services[ ]  NT Families and Children Services[ ]  School Counsellor[ ]  Psychologist[ ]  Children’s Development Team[ ]  External Support Groups \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ]  NGO Support Groups \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Curriculum Evidence:**

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| [ ]  Data[ ]  Work Samples [ ]  School Reports[ ]  Anecdotal Reports / Notes[ ]  NAPLAN[ ]  ACARA Benchmarks / Band | [ ]  SAMS Reports [ ]  Curriculum Adjustments[ ]  Curriculum Access Adjustments[ ]  T-9 Net[ ]  Assessment of Student Competencies (ASC) | [ ]  Assessments[ ]  External Support Groups \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ]  NGO Support Groups \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ]  Professional Assessments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Tiers of Intervention Evidence: Level 1 Whole School Approach:**

|  |  |  |
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| [ ]  Kids Matter[ ]  Mind Matters [ ]  Peer Mediation[ ]  Literacy[ ]  Numeracy | [ ]  SWPB [ ]  Visible Learning [ ]  Tribes [ ]  Restorative Justice[ ]  Other Programs | [ ]  Lunch Time Activities[ ]  School Support Team[ ]  Non-Violent Crisis Prevention[ ]  Now Hear Continuum  |

**Level 2 Specific Support Program:**

|  |  |  |
| --- | --- | --- |
| [ ]  Literacy[ ] Numeracy | [ ]  Social & Emotional Learning[ ]  Other Programs | [ ]  Student Specific Lunch Time Activities  |

**Level 3 Intensive Groups:**

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| [ ]  One on One Program[ ]  Additional Support (SESP)  | [ ]  Intensive Support[ ] EEB Funding | [ ]  Multi-Agency Involvement[ ] Other Programs: |

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| External Support: |
| **Teaching &  Learning Adjustments:** (examples)* Work scaffolded to his ability.
* Visual and verbal prompts
* Explicit teaching of Concepts

**Environmental Adjustment:*** Sit near the front of the class.
* Limit the number of fidget tactile objects he has on his desk.
 |
| **Level of Adjustment:** [ ]  No Adjustments at this time [ ]  Supplementary Adjustments [ ]  Substantial Adjustments [ ]  Extensive Adjustments |
| **TIPS:**(Triggers)* He rarely speaks to others.
* He is scared of new or unfamiliar situations.
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