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