

Students with Disability Review

to strengthen the inclusion, learning and wellbeing of students with disability



STUDENTS WITH DISABILITY CONVERSATIONS REPORT

September 2020

As part of the Students with Disability Review Stakeholder Engagement Program, Catholic Education SA talked to students of all ages with a range of disabilities across all school settings to hear their perspectives on what best supports their learning, wellbeing and inclusion at school.

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Report by:

Interviewer: Ms M Carmody, Disability in Education Consultant

Interview Coordination and Quality Assurance: Ms K Morrison, Review Executive Officer,
Students with Disability Review, Catholic Education SA

INTRODUCTION

As part of the Students with Disability Review (the Review) Catholic Education SA (CESA) wanted to hear from students regarding what best supports their learning, wellbeing and inclusion in school and their recommendations for improvement. The conversations with students were framed within the responsibilities for schools under the Disability Standards for Education 2005.

Each student engaged in an open style conversation regarding their experience of learning and wellbeing support, inclusion and participation in the life of the school community. Some younger students preferred to participate in pairs and prompt each other about special events, support with learning or naming the intervention and support programs and initiatives offered in the school.

Students with significant communication or cognitive difficulties were accompanied by support staff and indicated the areas of learning they enjoyed and the programs, classes and school activities that they participated in on a daily basis.

METHODOLOGY

1. The Review obtained expert independent consultancy advice for planning and conducting conversations with students. The Review Executive Officer also spoke with principals to obtain advice and process feedback prior to the engagement with school leaders.
2. The Review Executive Officer completed the stratification and selection of 24 schools:
 - regional (10), metropolitan (14)
 - primary (15), secondary (6), R-12 (3)
 - schools with student services and learning support, Learning Centres, Special Units
 - special schools and flexible learning centres
 - small and large school communities

The independent Disability in Education Consultant completed initial stratification and selection of students in the abovementioned selected schools:

- primary and secondary
- range of ages
- female and male
- 4 NCCD levels of adjustment
- 4 NCCD categories of disability
- Broad definitions of disability

3. The following interview protocols and procedures were followed:
 - 1) The Review Executive Officer contacted CESA school principals to invite participation and to provide an overview of the protocols and procedures to be followed.

- 2) Principals were given the list of students to be interviewed and were asked to remove any students from the list that they thought may not be able to resettle back into class afterwards or may find the conversation distressing.
- 3) School leaders were asked to consider if some students would prefer to be interviewed with a classmate for support.
- 4) School leaders were asked to call the parents/guardians of the students selected to talk through the invitation to participate, consent process and protocols to be followed. Parents/guardians were advised that the interviews would be recorded. Families had the choice to decline the invitation.
- 5) With verbal consent, school leaders sent parents/guardians letters from the Review and consent forms to be signed and returned to the school. Interviews only went ahead if parents/guardian consent was given in writing.
- 6) Interviews were to be conducted on school grounds.
- 7) Interviews were to be conducted by an independent Disability in Education Consultant with a current Working with Children's Clearance and an extensive knowledge of education for students with disability including knowledge of sensitivities and an ability to make the students feel at ease.
- 8) Interviews were to be conducted with another adult in attendance, either a trusted member of staff or a parent.
- 9) Interviews were to do no harm, no student was to be pushed to answer a question if it was clear they did not want to, the student's own disability was only to be discussed if/when the student made it clear to the Interviewer that they were aware of their challenges and were comfortable talking about it and the term 'disability' was not used.
- 10) When students arrived from class for the interview, they were welcomed by the Interviewer, advised that the conversation was "just an easy chat about what helps them learn, how friends can help and what things the school does to make everyone feel included" and asked if they were OK to talk about these things. All said yes.
- 11) At the end of the interview, students were encouraged to talk to their parents/guardians that evening about the interview experience to promote transparency and opportunities for debriefing.
- 12) The first interviews were heard by the Review Executive Officer and were found to be consistent with the process and intent of the Review.
- 13) The 122 interviews were conducted over 3 weeks in August 2020.
- 14) All interview recordings were listened to by the Review Executive Officer to ensure the Interviewer's Detailed Findings were an accurate reflection of the students' opinions.
- 15) All interview recordings were crosschecked against signed consent forms by the Review Executive Officer.

DETAILED FINDINGS

Fostering a Culture of Inclusion

Students generally felt welcomed and included at the school. Some primary students commented that they were formally welcomed to the school at assembly and each student was given a plant as a welcome gift.

Students commented that special school events and celebrations where everyone in the school including families came together, fostered a spirit of belonging and inclusion. Students commented on sports day, Mary McKillop Day, a school's saints name day that was dedicated to fun activities were highlights of the year and fostered a sense of togetherness. Students also commented on whole school Masses and liturgies, fundraising events and celebrations like Mad Hair Day, Nature Play Day, Harmony Day, school concerts and music performances as great ways to bring everyone together.

Students also regarded school camps as great opportunities to get to know different students while having fun and learning new skills and as team building experiences and ways to learn to include everyone.

Some students revealed that they had moved to their current school because of bullying or not getting the learning support they needed and that school celebrations and fun activities maintain a sense of belonging only if you have friends and are getting the help you need.

Some students and families relied on specific Community Liaison Staff to interpret school culture for them and to engage them in the life of the school. While schools made significant efforts to engage all students and their families it is ongoing work to make all cultures visible to all members of the school community and enhance their sense of belonging.

Access and Participation

The special schools, special assistance school and 5 mainstream schools with students in special units provided intensive learning and wellbeing support to students with a higher ratio of staff to students.

All students in units were also members of classrooms and attended classes daily. They were members of house teams and care groups and were able to demonstrate and articulate what subjects they learned in mainstream classes and which subjects were delivered in the units and in the Learning Centres. Commonly in the units modified English and Maths, Health and Life skills were core unit subjects along with extended post school pathways planning. Classroom subjects included Pastoral Care or Home group, electives (food tech, design and technology, music and drama) STEM, HASS, PE, Science, Art and Religious Education. Students also accessed subject support in the learning centres.

Students from units went on class excursions, and participated in school Masses, camps, sports days and school celebrations as well as participating in usual daily student breaks and activities.

Some students found the noise and pace of the larger secondary schools overwhelming and preferred to spend more time in the Learning Centre, Library or the unit during breaks.

Reasonable Learning Adjustments

Primary Student - *'when I need to calm down I can take a break and go to the wellbeing room and pat Charlie the dog- he feels so nice -that calms me'*

Students in primary schools spoke about learning supports that occurred daily, several times a week, as needed or accessed through particular groups or programs over a term or semester.

All students said the easiest way to get support was to ask the teacher. Most students felt confident in asking for help from the teacher, Education Support Officer (ESO) or friends in class. Many schools had literacy and numeracy intervention programs or provided literacy and numeracy support within the class through having an ESO in class working with the teacher and groups of students. Schools utilised specialist literacy staff or ESO led groups for literacy and numeracy programs as computer modules or reading and spelling decoding programs. Programs included LLI, Mini Lit, Reading Rockets, Rainbow reading, Sound Rite, Reading Eggs, QuickSmart, Make it Count.

Students identified programs including Braille readers and programs, speech to text software they used on computers and I pads, equipment like classroom sound systems, fidget toys, slope desks and headphones and access to lifts and ramps to access and engage in productive learning.

Primary students identified programs to build their literacy and numeracy skills in the early stages of learning and social skills programs to assist with making friends and self-management as useful. Students generally felt these programs helped them to keep up in class or were focused on what they needed to learn, or were at their stage of development and they needed the daily or several times a week practice and support from teachers and ESO staff.

Many senior primary students were able to speak about their growing mastery of self-management strategies. They reported progress from *'lots of melt downs'* to *'now most of the time I know what to do before I get too angry or frustrated'*. They were pleased with the trust teachers had in them to know when to take a break, cool off and return to the task. They reflected a sense of accomplishment as they didn't want to be out of control or having to be out of class. There were some students who reported that this was still a work in progress and needed assistance to practice strategies to calm and focus on learning or when at play in the yard.

Many students identified a safe space in the class or in the school- a couch, bean bag, corner space with cushions and posters of calm places, a room (Rainbow or Wellbeing room) or seat in the office or on the verandah that allowed them to chill out without interrupting anyone else.

Students generally were confident to *'ask the teacher'* when they needed help and most identified friends who would help them in class. Students identified how working in a group gave time for discussion and sharing ideas before having to write and how group projects meant they could share the tasks but still get all the information. Working individually was identified as successful when they knew what to do and needed to get the task finished without distraction.

Students identified being able to self-select going to a group for immediate help or having an ongoing group in literacy or maths where they knew they would get extra assistance, built confidence during lessons. An example of this was a student explaining that if you didn't understand the task anyone could go straight to the 'floor group' where the teacher gave further explanations.

Students identified not understanding the task or not being able to read the task material, or get their ideas written in the time frame allowed as frustrating and sometimes they gave up easily as they knew they couldn't do the work without help.

Students wanted teachers and other students to understand their learning difficulty or disability, to help them stay focused. Students identified that teachers who understood their difficulties and put environmental and learning supports in place, kept calm and didn't wait until there was a problem before intervening, built trust with students.

As one student said *'it is obvious if you know about autism that I am getting cross when I start breathing heavily, clenching fists and looking cross.'*

Students, particularly secondary students expressed frustration with teachers who didn't know about their learning needs or appropriate environmental supports that provided optimum productive learning environments.

Secondary Students - *'when I came to this school I got the help I needed'*

Secondary students identified assistance with learning from teachers, ESO's in class and from support staff in the Learning Support Centres as effective and available for them on a daily basis. The Learning Support Centre was identified in almost every secondary site as providing support for subjects like Essential English and Maths and where they could access support and advice for subject choice, post school pathways and Personalised Learning Plan (PLP), as well as social supports and catching up with assignments and homework.

Although some students felt the daily support could be annoying or viewed as making them work too hard, the students reported that they knew the support staff really cared about them and wanted to help them succeed. They acknowledged without the support staff pushing them to finish tasks and keep up, they would not accomplish as much as they do.

For some students being able to work in the Learning Support Centre when the classroom got too loud or distracting and being able to work alone or at their pace to complete work or get help was a preferred and negotiated adjustment. Students liked the Learning Support Centre being there for everyone-not just for students with disabilities- *'everyone can go to the St Claire centre and you will get help'*

Most students identified an ESO who they went to for help and who understood how they worked and how to motivate them.

Students at a specialised setting school identified having a mentor who spent 1:1 time with them daily made the difference in staying at school and staying motivated to engage with learning.

Students valued feedback from teachers as helpful to improve their work skills and liked teachers to touch base with them often to know when they needed more or less assistance. Almost every student reported having a good relationship with their teachers as an important element of successful learning.

Students in special units really enjoyed enterprise programs at the school that provided work related skills and also made them feel important in the school. One school assisted students to successfully provide a cafe for staff and visitors and the students were proud of the skills and teamwork in maintaining the cafe. The school enterprise helped students to get ready for post school training with outside agencies that provide supported work placements.

At the special school, post school pathways is undertaken as a 3-year process. The first year is school based, the second year service focused and the third year includes a day a week out in work experience placements preparing for employment. Modified SACE, and VET courses are included in the program.

All students reported that undertaking the PLP in Year 10 was helpful in thinking about choices for post school pathways and getting ready to activate subject choices and work placements

Student Voice

Students were asked about informal and formal ways the school consulted with the students about their learning progression, effectiveness of supports and any changes needed or further supports.

Few primary students reported they led learning conversations with parents and teachers once or twice a year. These meetings allowed a student to reflect on learning progression, where supports had been effective and to talk about any other considerations or changes to their support.

Other students said they were invited to parent teacher interviews but generally didn't go as their parents wanted to talk to the teacher alone.

Secondary students generally had some input into the PPL (Personalised Plan for Learning) but primary students did not. Primary students mostly reported that only parents went to review meetings.

Most primary students said they got some feedback from teachers about their learning progression and felt they could talk to their teacher about their learning needs.

Students in their recommendations for improvement stressed that schools should listen to the students about their learning and wellbeing needs. Students reported that they knew what they were doing well and where they needed help.

Students commented that *'not having an opportunity to join in the conversation about the help and support I need is not good enough'*.

Students reported not wanting to speak up in class about the seating plan, not understanding what to do next, the use of technology in a noisy environment or triggers for melt downs, but needed to have supports in place and planned in private so it all just happens. As one student said *'I could put up my hand and say this seating plan doesn't work for me or I need to sit outside the class as it is too loud, but I don't want to be known as the weird kid who needs special treatment. I shouldn't have to ask in class as I want the teachers to already know what I need and to make sure it happens so that I can work to my best ability and alongside everyone else.'*

Student Support Services

Students were able to name their 'go to' supports at school.

Sometimes they were referred to as being on Team *student name* and they often included school leaders, ESO staff, teachers Counsellors, wellbeing staff and volunteers including Learning Assistance Program (LAP) volunteers.

Primary students often referred to the wellbeing room, the Rainbow room or the enrichment room as places to go to for help to calm and to have a break.

Students were able to recall developing a network of trusted adults and services that they could use to get help or talk to someone when things were not going well. Some students had not reviewed their network lately but could identify someone to go to if they were being harassed or had a problem at school.

Students also identified other services that had been helpful to them in the past or in ongoing therapy. These supports included Psychologists, Occupational Therapists and Speech services and SASVI visiting teacher. NDIS allied health staff were accessed at school in some instances or were provided in the community and some students accessed their services during school time.

Students felt they had gained skills and strategies that they used at school to manage their emotions or to calm themselves or to lower anxiety.

In secondary schools, students with more substantial learning and care needs identified teachers and ESO staff who worked with them daily as their support. In some settings, the students identified 1:1 daily mentoring as the most important key to success: staying in school, learning life skills, achieving SACE and planning a suitable post-school pathway.

Wellbeing and eliminating harassment and victimisation

Students, particularly primary students, were able to identify programs at school like Peaceful Kids, What's the Buzz, Program Achieve keys and life skills groups with a school counsellor or ESO that supported their wellbeing and in particular assisting with making friends, managing their emotions and getting along with others.

Students also named school-based initiatives that helped like the Kindness Club and Peaceful Warriors and having quiet play areas, lunch clubs like Lego club or dance groups and nature play areas as helpful. Having some fun things to look forward to each week to do with friends all helped students' motivation to go to school and engage in learning.

Students were able to articulate calming strategies they had been taught and how effective they were. Strategies included shifting your thinking to something else, taking deep breaths, or taking a break and going outside.

All students commented on the importance of having friends at school and being able to just have fun with your friends. Many students particularly in small schools commented that the whole school doing something fun together formed bonds and made people feel they belonged in the community. Students reported having friends as the most important thing for being happy and feeling like they belonged at the school and when they couldn't make or maintain friends, this really affected their wellbeing. Students really wanted schools to have lessons on respectful relationships and how to get along well together.

Students also reported that bullying and racism really upset students and they talked about ongoing lessons being important to develop confidence to stand up for others if they were being targeted and to develop a whole school that focused on kindness and compassion.

STUDENT RECOMMENDATIONS

At the end of the conversation each student was asked for their recommendation based on their experience and what they felt was most important for schools to do (or to do more of) to assist all students to be successful learners, to feel included and belong to a school community. This is what they said:

Find out what help kids need and make sure they get exactly that learning help.

All kids need friends – it's important that schools do fun stuff all together (big events like fetes, fund raising, sports day, Mass and liturgy, Lego club, school camp) so that while we are having fun we can get to know everyone and all kids can find and make friends.

Teach everyone to be kind to each other.

Racism - just stop it - everyone's culture is important, and every culture should be visible in the school so you feel you can belong here.

Bullying hurts everyone in the school - students need to learn about respectful relationships and how to be confident to stand up when bullying is happening-paying attention to wellbeing as well as other learning - so we can be a community together.

Our school is learning the Golden Rule - Treat other people the way you want to be treated or as Jesus says, 'Love your neighbour as yourself'. If everyone did that then that would make a great school for everyone.

Have options for play at lunch and recess so you don't have to play footy or soccer.

Do activities that build relationships between students and teachers so that when teachers know students really well they can touch base with students often and know when they need help and students will have someone to go to for help that they trust.

Students can learn how to include everyone-teachers need to model it, talk about ways to include everyone, observe if it is happening in the class and be prepared to step in and make sure it happens.

Teachers need to learn about disabilities like autism and dyslexia so they know how to help kids with their learning and if they know what a problem for kids is then they can be kind and caring and really help them.

Have time each week for free play because that's when kids get together, have fun and make friends with no pressure.

Do more learning in groups so that students can share ideas, talk about things before you have to write it down and if you are doing projects together you can do just one job, like the power point but you get to know everything that the whole group knows.

Everyone likes to feel they can help someone else- so give an opportunity for helping that everyone can join in -raising money, reading stories to the little kids, planting a garden.

Let the whole school do something fun together like pop-up tag.

At our school when you are new you get welcomed at assembly and the school (parents' group) gives you a welcome gift like a plant-but mine died!

In our region the 3 schools come together for Mary McKillop Day and we have activities, play games and have fun -you get to know people at other schools.

Consult with the students about their learning, what is going well and the help they are getting-then everyone has a voice not just the parents'.

Listen to the students and ask them about what would make the school better for everyone.

Do fun things together as a school like buddy activities, because these interactions build relationships; students learn about team building and about life (not just about getting along with your friends).

Get to know the students and their story not just about what they need help with.

Do more learning about how to be kind, compassionate and respectful and what can build resilience - make sure everyone has a network of trusted adults.

Do some more intensive learning in class about bullying and its effects because 1 speech at assembly is not enough to change the school -the message wears off very quickly.

It is good to learn about diversity and not just think everyone is the same.

Be open with kids about what help is available for them-all the services at the school.

Being a Student Representative Council (SRC) representative and a sport captain is good to build leadership but schools need to build leadership in everyone in lots of different ways-not just those who can get voted in.

Teachers who want a calm, respectful environment need to model being a kind, calm and respectful person not raising your voice or yelling at kids.

When we went on camp and had to do hiking, kayaking and swimming, we had to work with different people and help each other to learn new skills- that was really good team building skills- same with the STEM challenge -we had to work together as a team and get along with all the members of the team. It helped me to get to know the strengths of other people that I didn't know about before.

It would be good if the environment was more comfortable for everyone including kids with restricted movement and had more shade and gardens as well as ovals.

It would be good if every school had a Kindness Club and looked for ways to be kind to each other, to our planet and to our community.

Each week students can have group work like genius hour or golden time where you can choose your task and choose who you work with -no pressure but still learning.

Pay attention to the wellbeing and positive mental health of students -make sure there are lessons to build resilience and practice calming strategies -programs like peaceful kids, what's the buzz.

Make sure students are connected with staff members who really know how to help with learning.

Talk to students and really listen to the students- about what they need and then do that -not what the timetable is or the seating plan.

Have community bonding time -time to be all together and have some fun.

Make sure everyone is included don't separate out students with disability - give everyone time in mainstream classes and have the learning support follow the student.

Make sure everyone has access to all the supports in the school-be flexible-support in the classroom -the flexibility to go to the learning support centre when it is needed -access tutors in school (in the library) and unit students also have access to modified subjects in the unit as well.

When I started school, I had a personal guardian with me all the time -that made me feel safe because I had a lot of meltdowns.

Don't let any student fall behind in their work- make sure they get the help and support they need-I got the help I needed and although I didn't always like having to do the catch up programs I can see now how they have helped me -I can do what I need to do -I have the skills and tools I need to be successful.

Get to know the students when they first get to the school-we went on camp and it was a great way to make new friends and feel like we belonged to the school and got to know and trust the teachers -this pays off for everyone as students then know who and where to go for help.

Secondary school can be stressful -too many assignments all due at the same time —smaller classes and teachers/mentors who can set flexible assignments (mode and timelines) help. Personalise the help to the student.

At this school we have small groups and a lot of 1:1 time with teachers and mentors to personalise our work around our future pathways and to adapt it along the way. The 1:1 support is the most important. The staff really care about us we have lots of breaks to reduce the stress.

Have options for students that they really like to do to build a sense of accomplishment, inclusion and belonging -sport, art, music, drama- students get to know a broad group of other students all with the same interests.

Listen to the students first -find out what excites them about learning - do more of that.

INTERVIEWEE MATRIX

REGIONAL / METRO	GENDER	YEAR LEVEL	NCCD LEVEL OF ADJUSTMENT	NCCD CATEGORY OF DISABILITY
Metro	M	10	Extensive	Cognitive
Regional	M	10	QDTP	Cognitive
Regional	M	10	Substantial	Cognitive
Regional	F	10	Supplementary	Cognitive
Regional	F	10	Supplementary	Cognitive
Metro	F	10	Supplementary	Cognitive
Metro	M	11	QDTP	Cognitive
Metro	F	11	Substantial	Cognitive
Metro	F	11	Substantial	Cognitive
Metro	M	12	Extensive	Cognitive
Metro	M	12	Extensive	Cognitive
Metro	F	12	Supplementary	Cognitive
Regional	F	2	QDTP	Cognitive
Regional	F	2	QDTP	Cognitive
Regional	F	2	Substantial	Cognitive
Regional	M	2	Supplementary	Cognitive
Metro	F	2	Supplementary	Cognitive
Metro	F	2	Supplementary	Cognitive
Regional	M	3	QDTP	Cognitive
Regional	M	3	QDTP	Cognitive
Regional	F	3	Substantial	Cognitive
Metro	M	3	Substantial	Cognitive
Metro	M	3	Substantial	Cognitive
Metro	M	3	Substantial	Cognitive
Regional	F	3	Supplementary	Cognitive
Regional	M	3	Supplementary	Cognitive
Regional	M	3	Supplementary	Cognitive
Regional	F	3	Supplementary	Cognitive
Regional	M	3	Supplementary	Cognitive
Regional	M	3	Supplementary	Cognitive
Metro	F	3	Supplementary	Cognitive
Regional	F	4	QDTP	Cognitive
Regional	M	4	Substantial	Cognitive
Metro	M	4	Substantial	Cognitive
Regional	F	4	Supplementary	Cognitive
Regional	M	4	Supplementary	Cognitive
Regional	M	4	Supplementary	Cognitive
Regional	M	4	Supplementary	Cognitive
Regional	F	4	Supplementary	Cognitive
Regional	F	4	Supplementary	Cognitive
Regional	F	4	Supplementary	Cognitive
Metro	F	4	Supplementary	Cognitive
Metro	F	4	Supplementary	Cognitive
Metro	M	5	Extensive	Cognitive
Regional	M	5	QDTP	Cognitive
Regional	F	5	QDTP	Cognitive
Metro	F	5	QDTP	Cognitive
Regional	M	5	Supplementary	Cognitive
Regional	M	5	Supplementary	Cognitive
Metro	M	5	Supplementary	Cognitive
Metro	M	6	Extensive	Cognitive
Regional	M	6	QDTP	Cognitive
Regional	F	6	QDTP	Cognitive
Metro	M	6	Substantial	Cognitive
Metro	M	6	Supplementary	Cognitive
Metro	M	6	Supplementary	Cognitive
Metro	F	6	Supplementary	Cognitive
Metro	F	6	Supplementary	Cognitive
Regional	M	7	QDTP	Cognitive
Regional	F	7	Supplementary	Cognitive

Regional	M	7	Supplementary	Cognitive
Regional	M	7	Supplementary	Cognitive
Regional	M	7	Supplementary	Cognitive
Metro	F	7	Supplementary	Cognitive
Metro	M	8	Extensive	Cognitive
Metro	M	8	Extensive	Cognitive
Metro	F	8	Extensive	Cognitive
Regional	M	8	Substantial	Cognitive
Metro	M	8	Substantial	Cognitive
Regional	M	9	QDTP	Cognitive
Metro	M	9	Supplementary	Cognitive
Metro	F	Ungraded	Extensive	Cognitive
Metro	M	10	Substantial	Physical
Metro	F	10	Substantial	Physical
Regional	F	2	Substantial	Physical
Metro	M	2	Supplementary	Physical
Metro	F	3	Supplementary	Physical
Metro	F	4	Supplementary	Physical
Metro	F	5	Extensive	Physical
Metro	M	6	Supplementary	Physical
Metro	M	7	Extensive	Physical
Metro	F	7	QDTP	Physical
Regional	M	7	Substantial	Physical
Metro	M	9	Supplementary	Physical
Metro	F	11	QDTP	Sensory
Metro	F	12	Substantial	Sensory
Regional	M	2	Substantial	Sensory
Metro	M	3	Supplementary	Sensory
Metro	M	5	QDTP	Sensory
Regional	M	7	QDTP	Sensory
Regional	M	1	QDTP	Social Emotional
Metro	M	1	Substantial	Social Emotional
Metro	M	11	Substantial	Social Emotional
Metro	F	11	Substantial	Social Emotional
Regional	M	12	Substantial	Social Emotional
Metro	F	2	Supplementary	Social Emotional
Metro	M	2	Supplementary	Social Emotional
Metro	F	2	Supplementary	Social Emotional
Metro	M	3	Substantial	Social Emotional
Metro	M	3	Substantial	Social Emotional
Metro	M	3	Substantial	Social Emotional
Metro	M	3	Substantial	Social Emotional
Regional	M	3	Supplementary	Social Emotional
Metro	M	3	Supplementary	Social Emotional
Metro	M	4	QDTP	Social Emotional
Metro	M	4	Substantial	Social Emotional
Regional	M	4	Supplementary	Social Emotional
Regional	M	5	QDTP	Social Emotional
Metro	M	5	QDTP	Social Emotional
Regional	F	5	Substantial	Social Emotional
Regional	M	5	Supplementary	Social Emotional
Metro	M	5	Supplementary	Social Emotional
Metro	M	5	Supplementary	Social Emotional
Regional	M	6	QDTP	Social Emotional
Regional	M	6	Supplementary	Social Emotional
Regional	M	6	Supplementary	Social Emotional
Metro	F	6	Supplementary	Social Emotional
Regional	M	7	QDTP	Social Emotional
Regional	M	7	Supplementary	Social Emotional
Metro	F	8	Extensive	Social Emotional
Metro	M	8	Extensive	Social Emotional
Metro	F	9	Extensive	Social Emotional
Regional	M	9	Substantial	Social Emotional