



# SPECIALISED LEARNING PROGRAM - AUTISM

Hampton Senior High School's Specialised Learning Program (SLP) for students with Autism Spectrum Disorder (ASD) supports the individual needs of students and aims to provide a greater opportunity for engagement. The Year 7 – 12 program provides education and support for the social and emotional development of students with ASD who have the potential to achieve academic success in mainstream schooling and beyond. Students may apply from within or outside the school's local intake area.

Each student works towards achieving their goals in a caring and supportive environment which acknowledges their unique learning profile. The SLP is an evidence-based program reflective of current best practice research and is supported by the School of Special Education Needs.

Students undertake an individual program of mainstream and intervention lessons that focus on developing skills around self-regulation and social skills while working closely with their SLP teacher or education assistant.

The Specialist Learning Program will feature quality teacher and education assistant support, a homeroom for study and organisation support, a private supervised space at recess and lunchtime, a specialised personal and social capabilities program supported through community access. This provides students with extra learning opportunities after which they return to their mainstream class.

Student transition out of the program into mainstream schooling, once they have demonstrated they have achieved the exit criteria.

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# COURSE SELECTION & TIMETABLE

## Delivery

- Provides individualised support for students with Autism Spectrum Disorder (ASD) to achieve success in mainstream schooling.
- Learning occurs across three settings:
  - Mainstream classes with Education Assistant (EA) support.
  - Dedicated homeroom for organisation, study, and social-emotional support.
  - Community learning programs to develop life skills.
  - Focus on social-emotional development, self-regulation, and academic engagement using evidence-based practices.

## Differentiation

- Curriculum and assessment are adapted and scaffolded to meet individual needs.
- Individualised learning goals documented in SEN planning.
- Teachers differentiate classroom activities and provide flexible pathways for success.
- Access to EA support and specialised resources to ensure inclusion and engagement.

## Reporting

- Progress monitored regularly and communicated through:
  - SEN reporting aligned to individual goals.
  - Semester reports highlighting growth in academic, social, and emotional domains.
  - Collaborative planning with families and allied health professionals where required.

## Entry (Inclusion) Process

- Formal application and submission of supporting documentation.
- Assessment by a selection panel considering:
  - Diagnosis of ASD without intellectual disability.
  - Ability to work at or near year-level standards with support.
  - Suitability determined through observations, reports, and consultations.
- Placement confirmed via official offer letter; enrolment reviewed annually.

## Exit (Exclusion) Process

- Students exit the program when success criteria are met or if the program no longer meets their needs.
- Transition planning ensures a smooth move to mainstream classes or another setting.
- Parent-initiated exit via email to Program Coordinator; exit form completed and processed.
- Continued access to Learning Support and homeroom may be provided based on individual needs.

