

## Criteria for Primary Special Needs (PSN) Program

The Primary Special Needs (PSN) Program is for a primary student who is experiencing significant difficulties in developing learning and adaptive skills. The student is deemed to require an intensive specialized program to help them acquire the skills necessary to benefit from a regular school program.

Evidence is required that interventions at Tier 1, 2 and 3 have been applied over time based on the learning needs of the student. Based on evidence from these interventions, it is expected that the student will benefit from a specialized program at this time.

<b>Designation:</b>	Primary
<b>Class Size:</b>	Up to 10 students
<b>Resources:</b>	One teacher with special education qualifications and one educational assistant

### Referral Criteria:

#### Cognitive Profile

- may have a diagnosis of an Intellectual Disability (Mild) as specified by DSM-5 incorporating assessments of both adaptive and cognitive functioning are acceptable especially with children under 10 years of age; and
- demonstrates impairment in both cognitive and adaptive functioning

#### Academic Profile

- significant deficits in academic achievement;
- requires intensive instructional support; and
- experiences significant difficulty in learning and processing information

#### Social/Behaviour Profile

- may demonstrate a range of emotional, social and/or behaviour difficulties related to their developmental profile (e.g., significant difficulty with communication, social interactions with peers and/or adults, basic daily living skills/adaptive functioning, emotional/self-regulation)

#### Required Documentation

- psychological assessment report (verification from a school psychologist or psychological associate that the psychological assessment continues to be valid);
- adaptive functioning assessment completed within the past 12 months;
- educational assessment within the last 12 months (English WIAT-III preferred);
  - clinician report;
  - record form; and
  - student response booklet

- writing samples (e.g., classroom-based writing samples); and
- Learning Support Services referral form detailing interventions at the Tier 1, 2 and 3 levels, to address the challenges and rationale as to why student needs may be better met in a specialized program setting

**Additional Documentation (if available or appropriate)**

- current report card or Communication of Learning;
- current IEP;
- additional assessment reports (e.g., most recent medical, speech-language/communication, Intensive Behaviour Intervention (IBI), occupational/physiotherapy, social work);
- required modifications and accommodations in all academic areas or alternative programming; and
- list of community agencies involved with student (e.g., Crossroads Children's Mental Health Centre, CHEO, First Words)

**The student's progress will be monitored regularly and reviewed through the annual IPRC process to ensure appropriate placement to support student learning needs.**