



Kariong Public School
VIEW TO THE FUTURE

Kariong Public School

Learning & Support Policy

Updated May 2018

WHAT IS A LEARNING AND SUPPORT TEAM?

A Learning and Support Team (LST) is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning support needs of students through the coordination, development, implementation, monitoring and evaluation of educational programs.

A prime function of our Learning Support Team is to ensure that the needs of all students in the school are being met using a model of support addressing universal, targeted and intensive supports for students and teachers.

A key feature of our learning and support team is the facilitation of collaborative planning between teachers, support staff, parents and students.

WHY IMPLEMENT A LEARNING SUPPORT TEAM?

It will:

- ❖ Enable **coordination of support**
- ❖ Enhance the collaboration and provides collegial support to school personnel and the wider community
- ❖ Ensure a whole school and ongoing plan is implemented to meet the need of students with support needs
- ❖ Establish guidance and support systems for all staff in order that they can cater for students with support needs.
- ❖ Ensure that programs based on current research and best practices are implemented for students with support needs.

When:

- ❖ Teachers see the learning support team as a support for their classrooms
- ❖ Processes are inclusive, well organised and understood by all
- ❖ Teachers are involved in the differentiation of outcomes and support for students
- ❖ Support is provided and the teacher is involved in identifying what may be most effective in his/her classroom
- ❖ Realistic action plans are developed

Adapted from Hoskins, B (1996) Developing Inclusive Schools

WHO ARE OUR TEAM MEMBERS?

Every Executive is a member of the LST and the School Counsellor and the LaST teachers.

The Learning Support Team at Kariong Public School, under the leadership of the Deputy Principal, addresses the welfare and learning concerns of students enrolled in regular classes, through both whole school and individually based programs. The Learning Support Team provides guidance and support to all staff in their delivery of effective teaching and learning programs.

People who may contribute include:

- Class teachers- present and past
- LaST Teacher
- School Counsellor
- Assistant principals
- Itinerant teachers
- EAL/D teachers
- SLSO
- Disability Consultant
- Physiotherapist
- Audiologist
- Paediatrician
- Speech Pathologist
- Occupational therapist
- Community nurse
- Ophthalmologist
- Social Worker
- Other professionals

ROLE OF LST TEAM MEMBERS.

Deputy Principal

- Coordinate LST process
- Supervise members of LST Management Group
- Facilitates access requests
- Convene fortnightly meetings
- Organise Review Meetings
- Follow up actions from meetings
- Develop meeting agenda
- Keep and distribute minutes
- Maintain LST documents
- Co-ordinate SLSO timetabling & programs
- Co-ordinate NCCD data collection

- Assist in writing access requests when required
- Co-ordinate allocation of funding support- integration funding, OOHC etc
- Training and development for staff
- Development of School Learning and Support policy and procedures

Assistant Principals and LaST Teacher/s

- Write access requests for students on their Stage
- Support teachers during interviews
- Gather resources to implement in the classroom
- Provide professional development to the staff in regards to Learning and Support
- Implement and support teachers in the referral process
- Support teachers and students on a needs basis
- Liaise with support agencies – speech therapist, OT etc
- Collaboratively plan to develop action plans with strategies to support students
- Liaise with students, parents and outside agencies

Classroom Teachers

- Refer students to LST when programs are not meeting student needs (and teacher has followed all the procedures in the LST flowchart)
- Implement LST recommendations and liaise with parent/carers
- Monitor student progress
- Provide evidence in teaching program of adjustments and differentiation for NCCD purposes.
- Work closely with SLSO where appropriate to provide programs to meet individual student needs
- Attend review meetings
- Meet with parents to discuss adjustments
- Record all meetings and phone calls on Sentral in Student Profiles
- Keep documentation for NCCD purposes on relevant forms.

School Counsellor

- Provide counselling to students including evidence based short term therapeutic interventions.
- Collaboratively develop appropriate school based support for students.
- Carry out cognitive, social, emotional and behavioural assessment of students referred by the LST.
- Provide teachers and parents with psychoeducation and information relating to diagnoses, interventions and practical strategies for students with disabilities and mental health issues.

- Liaise with students, parents and outside agencies
- Frequently Liaise with staff members
- Give written feedback of recommendations to the LST team and class teacher
- Attend LST meetings every fortnight and report on recent completed actions
- Liaise with DP for access requests
- Advise LST team of new students entering KPS with Learning Support needs e.g. Kindergarten orientation
- Maintain LST documents
- Maintain list of students for assessing by the School Counsellor
- Attend review meetings
- Liaise with Principal for any high profile, confidential or private matters involving students or staff

WHAT DOES OUR LST TEAM DO?

When implementing an LST it is important that schools determine a priority order and gradually work through the areas of need. The LST will:

- Develop the schools policy for students experiencing difficulties in learning, welfare or those requiring extension
- Implement school 'identification' procedures in order that students experiencing difficulties in learning received early and 'appropriate' instruction.
- Develop referral systems for classroom teachers to access support services
- Establish mechanisms to coordinate support personnel within the schools (e.g. LaST teacher, Counsellor, EAL/D, SLSO, etc)
- Implement school 'levels of support' for classroom teachers in order that they can access appropriate personnel and cater for students experiencing difficulties in learning
- Establish support systems for specialist personnel within the school (e.g. policy/model implementation, funding issues)
- Assist the school with the selection, implementation and evaluation of resources for students experiencing difficulties in learning and those in requiring extension
- Establish communication and liaison procedures within the school community (e.g. school based/home based programs, parent referral procedures)

- Implement effective models and programs to improve student outcomes (e.g. early intervention programs, assessment procedures, programs based on current research and best practice in the area of learning difficulties, effective teaching strategies , monitoring and evaluation procedures)

LEARNING SUPPORT GUIDELINES

The Learning and Support Team at Kariong Public School will operate confidentially in the following ways:

- The LST will meet on a fortnightly basis to discuss, plan and develop intensive interventions for identified students. At this meeting, the LST can decide to **Fast Track** students through the referral process. This means that some steps in the referral process may need to be by-passed in the best interest of each individual case. The Deputy Principal will coordinate this team. Other team members will include the principal, school counsellor, assistant principals and LaST teacher/s. Students supported at this tier will have already had significant input from the classroom teacher and appropriate Assistant Principal.

LST process

- The DP and LST will prioritise referrals to ensure that referrals are given appropriate levels of attention particularly when large numbers of referrals are submitted.
- Staff wishing to make a referral will be required to follow the LST flowchart for individual student referral and complete a LST referral form. This will require the Assistant Principal endorsing the referral and submitting the referral as an email attachment to the Deputy Principal.

Here is the flowchart for teachers to follow when making a referral

SCHOOL LEARNING AND SUPPORT TEAM (SLST) Referral Process for teachers to refer a child to the School Learning Support Team

Step 1

Teacher identifies that student has additional learning/behaviour needs. Teacher discusses this with AP. AP flags student at LST meeting. LST will give AP ideas about how to support the student.

Step 2

AP observes the child in class. AP works with class teacher to develop strategies to support the child.

If no significant improvement is made go to step 3.

Step 3

AP sends referral to DP and DP brings new referrals up at LST meeting. Electronic copy of Referral is saved in Teacher Drive – Student Plans.

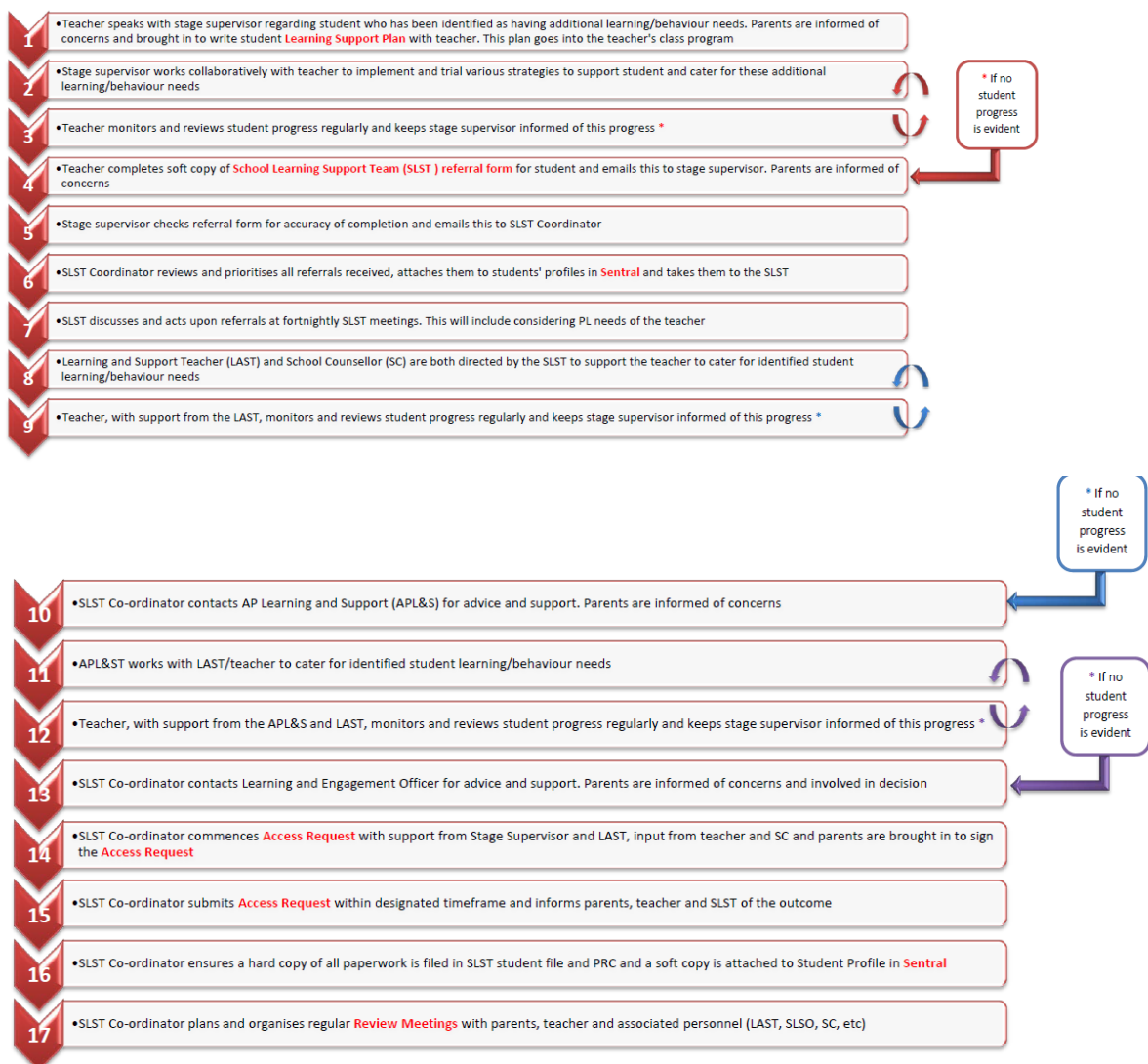
Step 4

Teacher informs the child’s parents that they will be referring the child to the LST. Teacher fills in LST referral form and sends it electronically to the AP for checking.

**SCHOOL LEARNING AND SUPPORT TEAM (SLST)
Kariong Public School**

SUPPORTING STUDENTS WITH ADDITIONAL LEARNING AND BEHAVIOUR NEEDS

Students with additional learning and behaviour needs are the responsibility of the classroom teacher. There is a process in place that should be followed by teachers who have identified a student in their classroom with additional learning and/or behaviour needs:



LEARNING SUPPORT TEACHER/s LaST Teachers

The *Learning and Support Teacher/s* will, through the school's learning and support team, provide direct and timely specialist assistance to students in regular classes with additional learning and support needs and their teachers. Many of these students come from diverse cultural, linguistic and socio-economic backgrounds.

The *Disability Standards for Education 2005* provides the context for the role and activities of the Learning and Support Teacher.

Emphasis in the role will reflect the needs of individual students and school priorities and programs that support students with additional learning and support needs.

The role will be underpinned by a collaborative and consultative approach so that the student and/or their parent or carer are actively involved in the student's education.

The *Learning and Support Teacher* will:

- work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs including behavioural needs
- plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer
- model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
- provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.
- provide professional specialist advice, support and mentoring to classroom teachers on:
 - how best to cater for the diverse learning needs in their classrooms, and
 - how to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- provide professional specialist advice and assistance about students with additional learning needs to the school's learning and support team
- assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.
- Liaise and inform parents when working with students

NATIONALLY CONSISTENT COLLECTION of DATA (NCCD)

The Nationally Consistent Collection of Data on School Students with Disability provides Australian schools, parents, education authorities and the community with information about the number of students with disability in schools, where they are located and the adjustments they receive. The national data collection on students with disability reinforces the existing obligations that schools have towards students under the Commonwealth Disability Discrimination Act 1992 and the Disability Standards for Education 2005. It counts the number of students who are supported under these obligations based on the professional judgement of teachers and their understanding and knowledge of their students.

To determine whether students are included as part of the NCCD the flowchart will be followed.

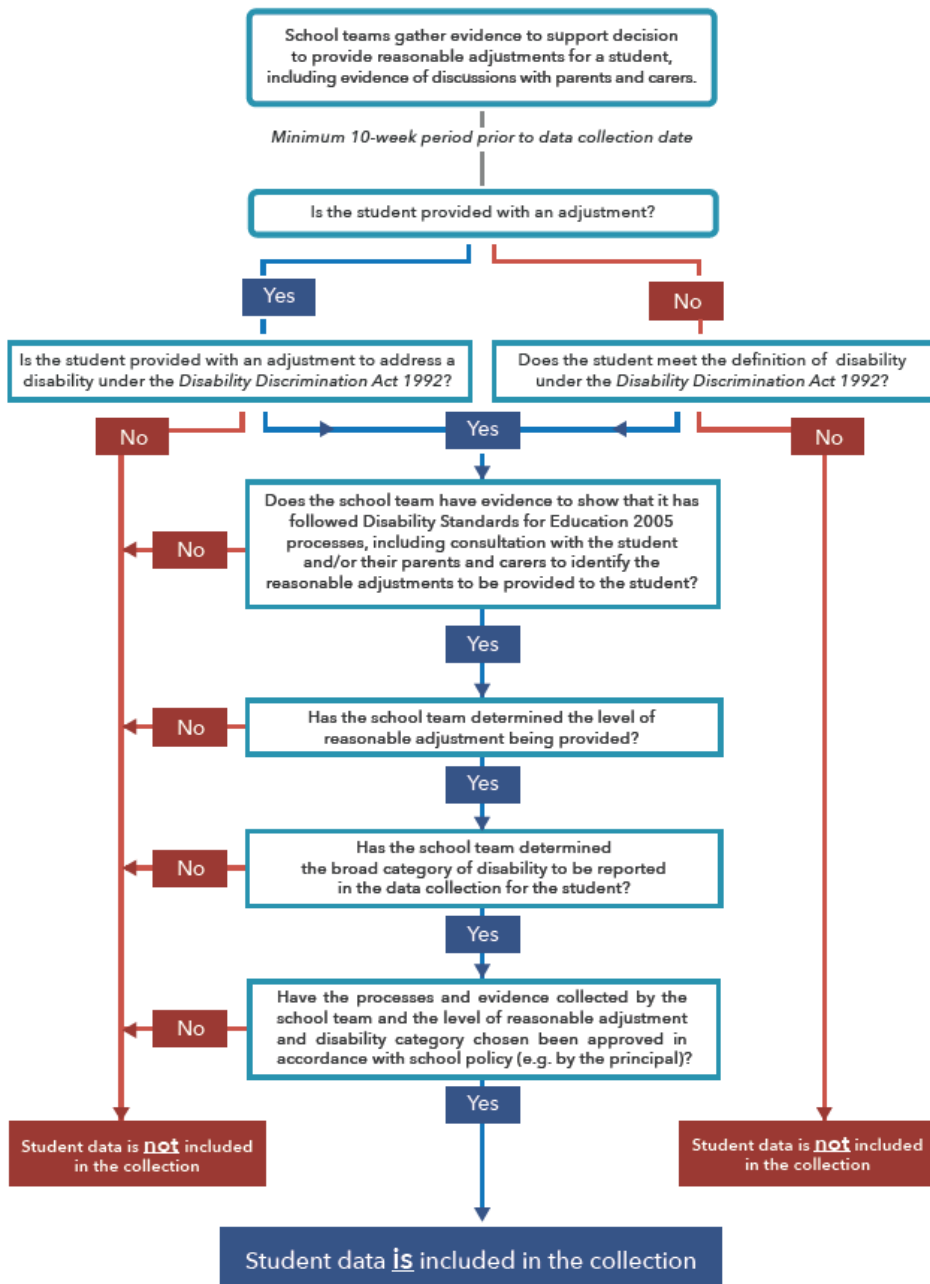
Students at Kariong Public School who are recorded on the NCCD have records kept of the adjustments that are made to meet their learning needs.

The records for these students are kept by class teachers and can be in the form of;

- NCCD form
- Class programming
- Sentral Records Student Profiles
- Individual Student Learning Plans
- Behaviour Plans
- Health Care plans
- LST meeting minutes
- Other Meeting minutes
- Autism Matrix

These records are evidence that teachers are making adjustments for these students in their classrooms and in the playground.

NCCD FLOWCHART



EVERY STUDENT, EVERY SCHOOL - ADJUSTMENTS

Kariong Public School

Overview of Adjustments: To assist students with disability and additional learning and support needs as defined under the DDA 2005

Student Name: <input style="width: 200px;" type="text"/>		Class: <input style="width: 50px;" type="text"/>	Adjustments Commenced Date: <input style="width: 100px;" type="text"/>
Confirmed Disability: <input type="checkbox"/> No <input type="checkbox"/> Yes Details: <input style="width: 300px;" type="text"/>			
Level of Adjustment: <input type="radio"/> Support provided <input type="radio"/> Supplementary <input type="radio"/> Substantial <input type="radio"/> Extensive			
Have Parents/Carers been consulted regarding adjustments : <input type="checkbox"/> No <input type="checkbox"/> Yes			
Disability Category: (Please select most prominent) <input type="radio"/> Physical <input type="radio"/> Cognitive <input type="radio"/> Sensory <input type="radio"/> Social / Emotional		Funding: <input type="checkbox"/> No <input type="checkbox"/> Yes Type: <input style="width: 100px;" type="text"/>	
<div style="background-color: #000080; color: white; text-align: center; padding: 2px; font-weight: bold; margin-bottom: 5px;">PLANNING</div> <input type="checkbox"/> Health Care Plan (HCP) <input type="checkbox"/> OOHHC Plan <input type="checkbox"/> Negotiated Attendance / Partial Enrolment <input type="checkbox"/> Learning & Support team referral <input type="checkbox"/> Integration meetings <input type="checkbox"/> Individual Education Plan (IEP) <input type="checkbox"/> Personalised Learning Pathway (PLP) <input type="checkbox"/> Individualised Learning (differentiated) <input type="checkbox"/> SMART goals <input type="checkbox"/> Risk Assessment <input type="checkbox"/> Behaviour Management Plan <input type="checkbox"/> Autism Spectrum Planning Matrix <input type="checkbox"/> Individual / visual timetable <input type="checkbox"/> Visual prompts /displays <input type="checkbox"/> Social stories <input type="checkbox"/> Excursion planning Other: <input style="width: 100px;" type="text"/>	<div style="background-color: #000080; color: white; text-align: center; padding: 2px; font-weight: bold; margin-bottom: 5px;">CLASSROOM ENVIRONMENT</div> <input type="checkbox"/> Seating - closer to teacher, instruction, board, seated for peer support, stand at desk rather than sit, seated rather than floor/mat, to avoid distractions: windows, doors, lighting, peers, noise, visual distractions, clutter <input type="checkbox"/> Door latch/locks from inside <input type="checkbox"/> Support groups/cooperative learning <input type="checkbox"/> Use of time out area / quiet area <input type="checkbox"/> Models, visual displays <input type="checkbox"/> Extra workspace <input type="checkbox"/> Desk visuals <input type="checkbox"/> Organisation strategies <input type="checkbox"/> Consider sensory needs including noise Other: <input style="width: 100px;" type="text"/>	<div style="background-color: #000080; color: white; text-align: center; padding: 2px; font-weight: bold; margin-bottom: 5px;">TEACHING AND LEARNING</div> <input type="checkbox"/> Adjust content to learning ability / interest <input type="checkbox"/> Lesson breaks / extra time <input type="checkbox"/> MCD – fine / gross motor development <input type="checkbox"/> Differentiated fluid, flexible groups <input type="checkbox"/> Direct teaching - self management, organisation, work habits, task attention <input type="checkbox"/> Teach focus points only <input type="checkbox"/> Personalised 1:1 instruction/model <input type="checkbox"/> Provide copy of notes - reduce time copying from the board <input type="checkbox"/> Break tasks down - manageable components that student sees 'doable' <input type="checkbox"/> Instructions - repeated, rephrased, simplified, adapted pace <input type="checkbox"/> Have student repeat instructions Other: <input style="width: 100px;" type="text"/>	
<div style="background-color: #000080; color: white; text-align: center; padding: 2px; font-weight: bold; margin-bottom: 5px;">LEARNING ASSISTANCE</div> <input type="checkbox"/> School Learning Support Officer(SLSO) <input type="checkbox"/> Learning and Support Teacher (LaST) <input type="checkbox"/> Literacy/Numeracy Program <input type="checkbox"/> Itinerant Teacher <input type="checkbox"/> School Counsellor <input type="checkbox"/> EALD Support Teacher <input type="checkbox"/> Outside support agency <input type="checkbox"/> Parent helper support <input type="checkbox"/> Peer support <input type="checkbox"/> Reading Activation Program Other: <input style="width: 100px;" type="text"/>	<div style="background-color: #000080; color: white; text-align: center; padding: 2px; font-weight: bold; margin-bottom: 5px;">RESOURCES / EQUIPMENT</div> <input type="checkbox"/> iPad / ICT/ adaptations/ assistive technology <input type="checkbox"/> Sensory assisted equipment i.e. cushion, weighted vest, fidget toys <input type="checkbox"/> OT resources - pencil grips / other <input type="checkbox"/> Slope boards <input type="checkbox"/> Blue paper <input type="checkbox"/> Coloured lens overlay <input type="checkbox"/> Magnified overlay <input type="checkbox"/> FM transmitter, hearing device <input type="checkbox"/> Concrete learning materials <input type="checkbox"/> Wheelchair accessible desk <input type="checkbox"/> Modified furniture <input type="checkbox"/> IWB - coloured background <input type="checkbox"/> Visuals, communication cards Other: <input style="width: 100px;" type="text"/>	<div style="background-color: #000080; color: white; text-align: center; padding: 2px; font-weight: bold; margin-bottom: 5px;">ASSESSMENT</div> <input type="checkbox"/> Extra time / Break time <input type="checkbox"/> Assessment on coloured paper <input type="checkbox"/> Enlarged print <input type="checkbox"/> Assistance - Scribe, Reader <input type="checkbox"/> Use of ICT <input type="checkbox"/> Verbal assessment <input type="checkbox"/> Conduct assessment in quiet room Other: <input style="width: 100px;" type="text"/>	
<div style="background-color: #000080; color: white; text-align: center; padding: 2px; font-weight: bold; margin-bottom: 5px;">SCHOOL ENVIRONMENT</div> <input type="checkbox"/> Ramps, Hand rails <input type="checkbox"/> Disabled facilities <input type="checkbox"/> Quiet/time out area (library, playground) <input type="checkbox"/> Gates/Fences locked Other: <input style="width: 100px;" type="text"/>	<div style="background-color: #000080; color: white; text-align: center; padding: 2px; font-weight: bold; margin-bottom: 5px;">ADDITIONAL ADJUSTMENTS</div> <input style="width: 100px; height: 30px;" type="text"/>	<div style="background-color: #000080; color: white; text-align: center; padding: 2px; font-weight: bold; margin-bottom: 5px;">EXTRA CURRICULAR</div> <input type="checkbox"/> Computer Club <input type="checkbox"/> Social Skills <input type="checkbox"/> Seasons for Growth <input type="checkbox"/> Structured play group <input type="checkbox"/> <input type="checkbox"/> Other: <input style="width: 100px;" type="text"/>	

RECORD OF MONITORING AND REVIEWS Summary

WHEN? Date	WHO / HOW? Parents/Carers, LST minutes, AP, Other Professionals, phone call, meeting, report	WHAT? Impact of adjustment, amendments, recommendations, further strategies, suggestions, comments, outcome

ROLE OF THE SCHOOL LEARNING SUPPORT OFFICER (SLSO)

A school Learning Support Officer will work with students who have been given Integration Funding Support Money. The hours they work with children will vary depending upon the amount of funding the student receives.

The Deputy Principal and the LST will allocate SLSO time and a timetable will be followed for all SLSO. It will be expected that SLSO will also support students while in the playground.

Description of School Learning Support Officers role at Kariong;

Under the supervision and direction of a teacher a school learning support officer, in respect of students enrolled in special schools and classes, is responsible to the principal or the supervisor for:

- providing assistance in school routines;
- classroom activities; and
- the care and management of students with disabilities and behaviour disorders.

At Kariong Public school the school learning support officer is required to assist teachers in school in the following ways;

- the implementation of individual education programs and individual transition programs;
- the supervision of students on the playground;
- toileting and personal care needs of students if required;
- serving as part of a transdisciplinary (educational/therapy) team in the development and implementation of individual educational programs;
- taking performance data during the implementation of individual educational programs;
- performing administration tasks as directed by executive or teaching staff;
- the supervision of students on excursion;
- administering prescribed medication at excursions and keeping medication register;
- Undertaking other related duties as determined by the principal or the supervisor.

Related Policies and Documents

The following policies and documents form part of the LST policy or are related or linked.

[Assisting students with Learning Difficulties](#)

[Disability, learning and support](#)

[Nationally Consistent Collection of Data on Students with a disability](#)

[People with Disabilities - Statement of Commitment](#)

Disability Inclusion Action Plan 2016-2020