

Faulconbridge Public School



Learning and Support Policy and Procedures

Roles of LST team members:

Principal

- ensure recommendations by LST are included in school's Management Plan
- attend meetings and oversee due process

LST Coordinator

- convene regular meetings
- develop meeting agenda
- keep and distribute minutes
- maintain LST documents
- identify school needs
- establish school priorities
- training and development (in conjunction with Principal)
- coordinate resources (human and material)
- identify resource needs
- assist in development of school Learning Support Policy and Procedures
- collaboratively plan to develop action plans with strategies to support students
- liaise with students, parents and outside agencies - Learning and Support Teacher (LaST)
- establish programs with SLSOs
- supervise SLSOs
- support teachers with writing Individual Education Plans IEP's
- discuss alternatives with teachers prior to presenting at the LST
- support teachers uploading data into SENTRAL
- maintenance of Tier 3 Programs

Assistant Principals (Supervisors)

- follow up from LST meeting to support teachers in implementing recommendations
- 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
- assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.

follow steps 1 to 3 to address concerns and meet the needs of the student. This includes making instructional adaptations first and then collaborating with your stage team.

- refer students to LST when programs are not meeting students' needs

Classroom Teachers

- follow steps 1 to 3 to address concerns and meet the needs of the student. This includes making instructional adaptations first and then collaborating with your stage team.
- refer students to LST when programs are not meeting students' needs
- attend LST meetings when required
- implement LST recommendations
- monitor student progress and inform LST

School Counsellor

- To follow up on external deadline assessment requirements; in school referrals; to offer support to parents and to run social programs with specific classes to target identified students.

Student Learning Support Officers (SLSOs)

Under the supervision and direction of a teacher, School Learning Support Officers are responsible to the supervisor for:

- Providing assistance in school routines and classroom activities
- The care and management of students with disabilities and behaviour disorders.
- Aiding students with learning difficulties

What does our LST Team do?

When implementing a Learning Support Team, it is important that schools determine a priority order and gradually work through areas of need.

The LST may:

- develop the school's policy for students experiencing difficulties in learning or those requiring extension
- implement school 'identification' procedures in order that students experiencing difficulties in learning receive 'early' and 'appropriate' instruction.
- develop referral systems for classroom teachers to access support services.
- establish mechanisms to coordinate support personnel within the school (e.g. LaST, STLA, Counsellor, EAL/D, Reading Recovery).
- develop a plan to coordinate and access 'external' specialist personnel (e.g. Regional STLAs, Integration, Specialist counsellors, EAL/D Consultants, Regional curriculum consultants where they exist.)
- 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).
- implement mechanisms for on-going support services for students (e.g. progressive monitoring and record keeping).
- provide direction for professional learning programs.
- assist the school with the selection, implementation and evaluation of resources for students experiencing difficulties in learning and those requiring extension.
- establish communication and liaison procedures within the school community (e.g. school based/ home based programs, parent referral procedures, external provider protocol).
- 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).
- identify and provide Professional Learning opportunities for all staff to support the aims of the Learning Support Team in meeting the learning needs of all students.

Where does the LST fit into our school resources?

The classroom teacher can access a number of resources to support students, including the LST. These resources range from the least intensive support (adaptation to the class program – universal supports) to the most intensive support (support from outside agencies may be included).

External Provider Protocol

In the instance where an external provider requests teacher input in the form of feedback, *Connors* completion etc it must go through the learning support team. All requests must be submitted to the school in writing and all information must be returned directly to the external provider and not given back to the parent/caregiver due to confidentiality of information.

School Levels of Support

Tier 1 - Instructional adaptations to the class program.

Tier 2 - Collaborative problem solving with colleagues

Tier 3 - Support from school specialist resources (LST, LaST, STLA, SLSO, LAP, EAL/D) and/or support from out of school resources.

LST Tier Criteria for Supporting Students with Additional Learning Needs

1

Tier 1

Students in this tier have been identified by class teachers through school based assessments. Students targeted in this tier have been identified through:

- Spelling Diagnostic Testing performing below chronological age
- Reading Age/Level through PM Benchmark is below
- NAPLAN is in Band 2 for literacy/numeracy
- Learning Progression Markers indicate the student is below stage outcomes
- Students are working at the beginning of stage/bordering stage outcomes in literacy and or numeracy
- SENA Assessment is below expected level
- PAT Testing Reading and Numeracy below 40%
- Check in assessment – below 40%

Student Learning Support Officer focusing on their specific areas of need. Specific intervention will be dependent on SLSO availability.

What interventions look like in the classroom?

Instructional adaptations to the class program. Students experiencing difficulty in learning are catered for by the class teacher within the regular class program. This will involve the teacher making instructional adaptations to the program. These adaptations could include:

- simplifying instructions
- prompting/cues
- corrective feedback
- grouping students with similar instructional needs
- peer and/or parent tutor programs
- selecting instructional level text on the same topic as the rest of the class
- additional practice of skills.

Collaborative problem solving with colleagues

Teacher meets with colleagues (including supervisor at Stage meetings) to collaboratively problem solve and cater for students within the regular class program.

- Concerns are raised with supervisor and stage team at a stage meeting. **Parents are contacted via phone call to make them aware of the concerns about the student's progress.**
- Supervisor and stage colleagues provide ideas and strategies for supporting the student and teacher.
 - Class teacher will be supported by stage/supervisor to develop a Personalised Learning Support Plan (PLSP), or Group Learning Plan where appropriate.
 - Personalised Learning Support Plan will be implemented.
 - Progress on plan will be reviewed after 4 weeks through Stage Meeting.

2

Tier 2

Students in this tier have been identified through the school using a range of data. They have specific behaviour and or academic needs that are extreme and have been identified by the class teacher, school counsellor or parent.

Students at this level have a specific need which has been diagnosed by the school or outside personnel. Identification at school level must be through counsellor referral. Students at this level will receive individual support from a Student Learning Support Officer for a prescribed number of sessions per week. This may include in class or external support on the playground.

Support from school resources.

These students will be supported by:

- Coordinated through the LST
- After steps 1 has been implemented and the student is still not progressing according to expectations, the teacher with their supervisor refers the student to the LST
- Collaborative problem solving is used to design appropriate interventions

Support from out of school resources

- If a student has support needs that cannot be met by school resources, the LST can seek support from regional or state resources.
- Students are only referred for support after extensive intervention by the class teacher and school resources.
- It is important the parents are involved in the decision making process at this stage of intervention and that communication and collaboration exists between specialists and school personnel.

3

Tier 3

Students in this tier receive funding support directly through Integration Funding Support. The amount of funding for these students is in excess of \$6, 400 annually.

These students have a disability confirmation sign off and the funding is used to directly support them usually with a Student Learning Support Officer. These students may have an intellectual disability or sensory impairment and have particular curriculum access needs. Students in this tier experience quite significant difficulties with literacy and numeracy across all the KLAs and differentiated teaching and learning activities are needed. Frequent additional opportunities are required for practicing skills. Pre-teaching of vocabulary and ideas, the provision of easier texts and peer tutoring are the type of strategies that can be used. Support is provided through school and support personnel to assist the teacher to adjust the class program for the student. Outside agencies may be required to offer targeted support on top of school resourcing support.

These may include:

- Occupational Therapy
- Counselling (in house or outside agency)
- Behaviour Intervention
- Physiotherapy

Referral process to the Learning Support Team



Identification by Classroom Teacher

Discuss child with stage team and Supervisor
Call parents to inform them

Devise **4 week plan** with supervisor - monitor student progress. **Follow up with parents**

Fill in **Learning Support Team Referral Form** (found on *SENTRAL Wellbeing* drop down)
Put in tray in LST Office

Referral Reviewed by Learning Support Team at **fortnightly meetings** – Attended by Classroom Teacher

Permission to see school counsellor form completed by parents.

Counsellor

LaST and/or SLSOs

DEC Services

NGO

Follow up with Parents

Follow up with Classroom Teacher

Follow up with Learning Support Team