

West Pennant Hills

PUBLIC SCHOOL

INSPIRING YOUNG LEARNERS

Learning and Support Team Policy Updated 2016



Rationale:

Every school has obligations towards students with a disability that are framed by law at an International (UN Convention on the Rights of Persons with Disabilities 2006) Commonwealth (Disability Discrimination Act 1992; Disability Standards for Education 2005) and State (Education Act 1990; Anti-Discrimination Act 1977; Workplace Health and Safety 2011; Disability Services Act 1993) level.

Up to 20% of students could qualify as meeting personalized learning adjustments under national disability discrimination legislation (ABS 2010).

Schools are required to treat students with a disability on the same basis as students without a disability. This includes providing reasonable adjustments to the student's learning program and / or their learning environment to enable their access and participation on the same basis as other students.

Students with a disability, or their parents, must be consulted on the personal adjustments that will be provided.

The Commonwealth Disability Standards for Education Cover:

- enrolment rights; parental choice
- access and participation in all education activities without discrimination
- curriculum development, accreditation and delivery
- the provision of student support services
- obligations to put in place strategies and programs to prevent harassment and victimization, or bullying, of students with a disability

Teachers address the learning needs of all students across the school to ensure that students are supported and have access to rigorous, meaningful and dignified learning experiences. The learning and support team works in partnership with teachers to maximise the learning outcomes for all students.

The learning support team addresses the learning needs of all students including those with disabilities and students identified as gifted and talented (see West Pennant Hills PS Gifted and Talented Policy).

The learning support team works to ensure that available school resources are drawn upon and enhances the capacity of all teachers to meet the learning needs of each student.

The learning support team works with students, parents, teachers and key personnel to consider the type and level of adjustments and management strategies that students require to address their learning needs.

The learning support team may also make recommendations and referrals at a regional level.

This policy has a strong student welfare focus.

Role of the Learning and Support Team:

The role of the Learning and Support Team is based on the NSW Public School's framework for learning and support in every school and is responsible for:

-Teacher Quality: Sustaining high quality professional learning and support for teachers and their school community to understand and address the diverse learning needs of students.

-Teaching and Learning: Having high expectations for every student and providing adjustments to support the individual's learning needs.

-Curriculum: Working towards high quality outcomes through rigorous, meaningful and dignified learning experiences for every student.

Collaboration: Personalised learning and support plans developed and implemented in full with the student and / or their parent (including open communication and collaboration with parents as part of the referral and curriculum adjustment processes).

-Accountability: Meeting our obligations under the Disability Standards for Education.

-'Early Identification': of students to allow for adjustments to improve the quality of students' learning experiences.

- **Referral Procedures:** that recognise student ability or limitation and enable teachers to respond to each student's learning and support needs (including open communication and collaboration with parents as part of the referral process).

-Funding Support: of students as outlined in personal learning and support plans via RSSSP Applications, Access Request Applications and Applications to Specialist Programs via links with Regional Personnel (including regular review meetings)

-Facilitation and Coordination of support personnel: within the school such as the counsellor, ESL Teacher, L&S Teacher, Reading Recovery Teacher, P&C Funded Tutors and Support Teacher

-Support Services for students: that are ongoing such as progressive monitoring and record keeping. See Appendix 4 – Summary of Students Adjustments to be kept in front of each students' learning support file.

-Resource Selection and evaluation: to support students and teachers.

Learning and Support Team Members:

School Principal will monitor the activities of the Learning and Support Team and oversee its functioning within the Department of Education and Communities' policies and guidelines.

Deputy Principal is the coordinator of the Learning and Support Team. The coordinator is responsible for ensuring that the team meet regularly and abide by the school policy in order to address the learning needs of all students across the school. The Learning and Support Team Coordinator is responsible for scheduling and running fortnightly meetings to discuss referrals, negotiate adjustments and support as well as monitor and review progress of individual students identified by classroom teachers and support personnel. Classroom teachers will be invited to learning and support meetings as required.

School Counsellor See Appendix Six

Learning and Support Teacher See Appendix Five

Youth Support Officer / Chaplain supports all within a school community including students, staff, parents and the broader community. This is reflected in the tasks, responsibilities and projects undertaken. The Youth Support Officer is to attend Learning Support Team Meetings. The Youth Support Officer is trained to a nationally recognized standard in how to recognize mental health issues in young people and to refer appropriately to other care professionals. The Youth Support Officer is responsible for working in partnership with the Learning and Support team to meet the needs of all students.

Support Personnel have a responsibility to participate in ongoing professional learning to maximize their capacity to contribute to learning and support and to enable the delivery of quality learning experiences for each student. Support Personnel are responsible for working in partnership with the Learning and Support team to meet the learning needs of all students.

Classroom Teachers *are responsible for meeting the learning needs of all students.* Classroom teachers are responsible for recognising students with additional support needs and planning and implementing adjustments. Classroom teachers are responsible for communicating students' additional support needs and adjustments to parents and stage supervisors. Classroom teachers have a responsibility to participate in ongoing professional learning to maximize their capacity to contribute to learning and support and to enable the delivery of quality learning experiences for each student. Classroom teachers are responsible for working in partnership with the Learning and Support team to meet the learning needs of all students.

The Learning and Support Team Process

A) Pre-Referral to Learning and Support Team

1. Students demonstrate additional learning needs ; teacher plans and implements adjustments
2. Teacher discusses student with stage supervisor and parent

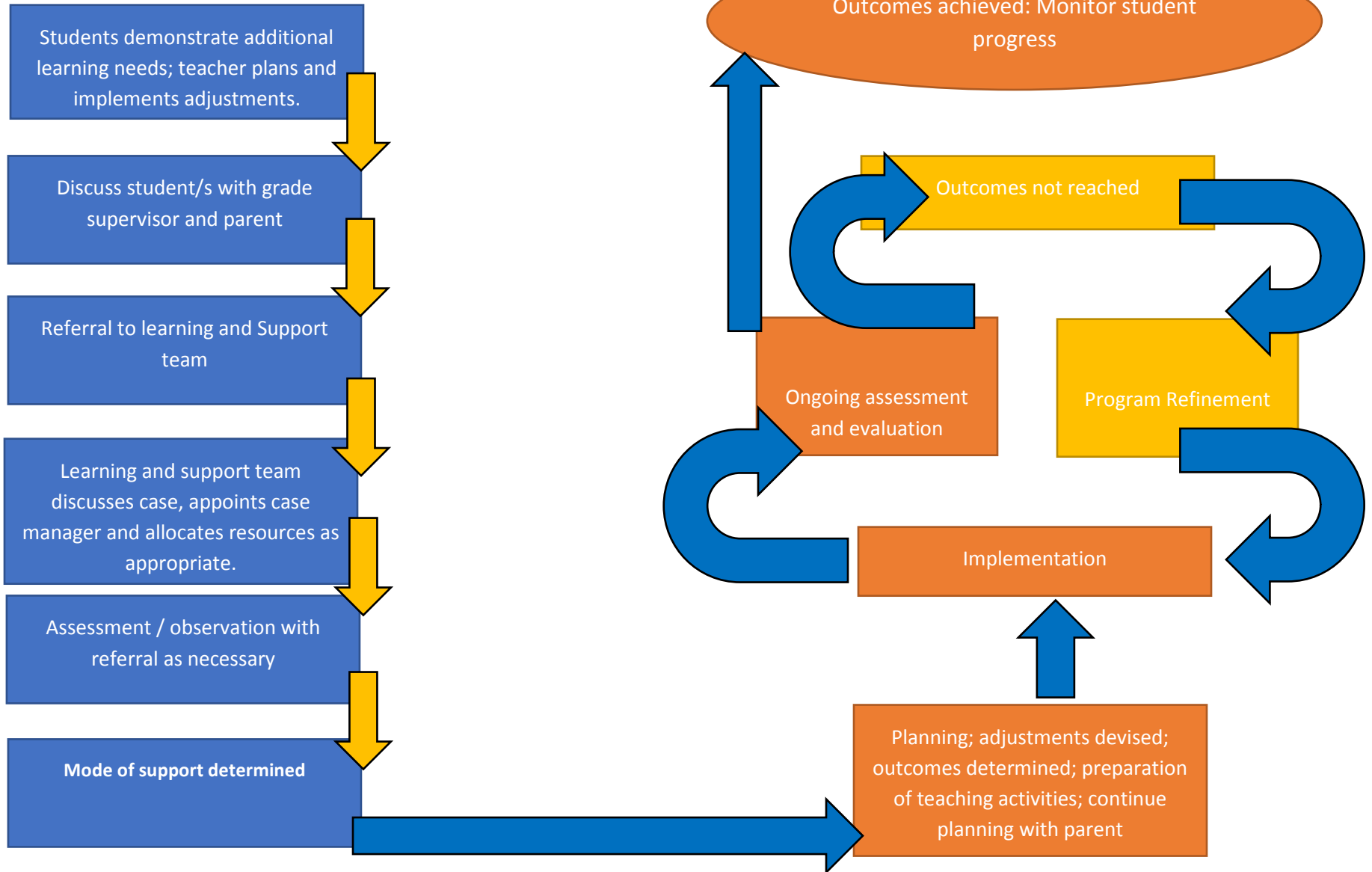
B) Referral to Learning and Support Team

3. Referral forms to Learning and Support Team completed in conjunction with stage supervisor and parent; supporting material attached (See Appendices for parent referral and teacher referral forms)
4. Learning and Support Team discusses case at fortnightly meeting, allocating responsibilities and resources as appropriate
5. Assessment / observation with report as necessary
6. Mode of support determined

C) Planning, Implementation and Monitoring

7. Adjustments devised; outcomes determined; preparation of teaching activities; continue planning with parental involvement
8. Implementation
9. Ongoing assessment and evaluation

Overview of the Learning and Support Team Process:



APPENDICES

Appendix 1 - West Pennant Hills PS Learning and Support Team Teacher Referral Form

Appendix 2 - West Pennant Hills PS Learning and Support Team Parent Referral Form

Appendix 3 - Learning and Support Student Profiling Informal Advice

Appendix 4 – Summary of Adjustments

Appendix 5 - The Role of the Learning and Support Teacher

Appendix 8 – School Counselling Services

Appendix 9 – Process for referral to Youth Support Officer / Chaplain

Appendix 10 - Chaplaincy Program Referral

West Pennant Hills Public School

LEARNING AND SUPPORT TEAM REFERRAL **TEACHER APPENDIX 1**

Privacy Note: This information is being obtained to assist the school counsellor in providing support for your child. It may, as appropriate, be provided to other members of the school staff involved in supporting your child. Provision of this information is voluntary. It will be stored securely. You may correct any personal information provided at any time by contacting the school counsellor.

Student Name: _____ DOB: ___/___/___ M F

Teacher: _____ Class: _____

NESB: Yes/No Home Language: _____ Date arrived in Australia: _____ Permanent/
Temporary Status

Reason for referral:

Academic level in class:

Behaviour:

Relevant background information:

Please indicate areas of support currently accessed:

- | | | |
|---------------------------------------|--|---|
| <input type="checkbox"/> ESL | <input type="checkbox"/> HSLO | <input type="checkbox"/> IST Integration: Disab _____ |
| <input type="checkbox"/> STLA | <input type="checkbox"/> ISTB/V/H | <input type="checkbox"/> Teachers' Aide (Special) |
| <input type="checkbox"/> GATS Program | <input type="checkbox"/> School Counsellor | <input type="checkbox"/> Other _____ |

Please indicate areas of concern:

- | | | | |
|--|--------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Fine Motor | <input type="checkbox"/> Nutrition | <input type="checkbox"/> Social |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Gross Motor | <input type="checkbox"/> Vision | <input type="checkbox"/> Behavioural |
| <input type="checkbox"/> Speech/Language | <input type="checkbox"/> Health | <input type="checkbox"/> Hearing | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Hygiene | <input type="checkbox"/> Attendance | <input type="checkbox"/> Concentration |

Have there been any medical or physical disabilities: Yes/No

If yes, please indicate the nature and severity of the disability (if known):

List any prescribed medication.

Summary of contact with parent/caregiver:

Does the school/teacher have copies of outside referrals (e.g. speech, pathology, Paediatrician)

What's been tried so far? (e.g. Reading Recovery, Intensive Reading, ESL instructions, modification to class program, integration, home program, volunteer tutor, speech pathology, occupational therapy, private tuition, early entry, full acceleration, partial acceleration, family therapy)

Have you discussed this issue with your supervisor? Further comment.

What outcomes would you like to see from this referral?

I understand that a copy of this completed referral will be available to the parent/carer.

Teacher's signature: _____

Date: __/__/__

Supervisor Comments _____

Date: __/__/__

Supported: Yes No

FOR LST TEAM USE ONLY

Date discussed with Learning Assistance Team: _____ Date __/__/__

Learning Assistance Team Decision

Referred to:

- | | | |
|--|---|--|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Supervisor | <input type="checkbox"/> School Counsellor |
| <input type="checkbox"/> HSLO | <input type="checkbox"/> Itinerant Services | <input type="checkbox"/> Integration Funding |
| <input type="checkbox"/> Speech Pathology | <input type="checkbox"/> Paediatrician | <input type="checkbox"/> OT |
| <input type="checkbox"/> Other | <input type="checkbox"/> Executive | <input type="checkbox"/> ISTB/V/H |
| <input type="checkbox"/> Optometrist | <input type="checkbox"/> Hearing Test | <input type="checkbox"/> STLA |
| <input type="checkbox"/> Intensive Reading | <input type="checkbox"/> Reading Recovery | |

West Pennant Hills Public School LEARNING AND SUPPORT TEAM REFERRAL PARENT APPENDIX 2

REFERRAL TO SCHOOL COUNSELLOR

Parent/Guardian Name(s): _____	Student Name: _____
Home Address: _____ _____	D.O.B: _____
	School: West Pennant Hills Public School
Home Phone: _____	Grade: _____
Work Phone: _____	Date of Referral: _____

FOR COMPLETION BY PARENT/CAREGIVER. (Thank you for providing this information)

Do you agree with the reasons for this referral?

Do you have any other concerns?

Developmental history: information that may assist this referral e.g.

Illness/accidents/milestones/Stressful life events, What age talked and walked, Language delay?

Previous support at other schools.

Previous assessments or agencies/support services involved: e.g. speech pathology, pediatrician, occupational therapy

(Please indicate other current support services and attach copies of reports where appropriate and available)

Ears/Eyes tested: _____

Any other tests: _____

Other comments:

What outcomes would you like from this referral?

I give permission for the School Counsellor to:

(1) Contact other agencies YES/NO (2) Provide reports to other agencies YES/NO

And I understand that this referral may involve testing of learning abilities. The School Counsellor will discuss the results of an assessment with the Class Teacher and me.

Parent/Caregiver's signature: _____ Date: _____

Tracking of referral: Class Teacher Parent Supervisor Learning Support Team Principal Counsellor

REFERRAL TO SCHOOL COUNSELLOR SCHOOL PRIORITY: HIGH LOW

B. FOR COMPLETION AND COMMENT BY PRINCIPAL 1 2 3 4 5

Principal's Name: _____

Signature: _____ Date: _____

SUMMARY OF ADJUSTMENTS

Student: _____	Year: _____	Review date: ... / ... /...
Class Teacher: _____	LST Coordinator: _____	

**COMMENTS ARE REQUIRED ONLY IN CURRICULUM AREA WHERE CHANGE IN ACCOMMODATIONS OR ADJUSTMENTS ARE APPLICABLE.
IF NONE COMPLETE WITH N/A**

KLA	Additional needs learning accommodations or adjustments if applicable-actions	Key personnel	Professional learning support
English: Talking & listening			
English: Reading			
English: Writing			
Maths			
HSIE			
Science & Technology			
PDHPE			
Creative Arts			

Access Considerations	Additional needs learning accommodations or adjustments if applicable	Key personnel	Professional learning support
Communication			
Participation: Social competence			
Participation: Safety & behaviour			
Personal Care: Eating & hygiene			
Personal Care: Health care			
Movement: mobility			
Movement: Hand motor			

Other Planning Areas:

Special Transport/ Independent travel	Identified needs and learning accommodations	Key personnel	Comment
Technology / specialised equipment			
Transition Planning Year of transition: Grade and destination			
Modifications to school environment			
Placement/ Service			

Role of the Learning and Support Teacher

The *Learning and Support Teacher* 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
- 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.

In undertaking their work the *Learning and Support Teacher* will not be used to provide relief for teachers/executive or to establish a separate class.

School Counselling Services

The school counselling service provides a counselling and psychological assessment service to students with specific support needs in N.S.W government schools. School counsellors work through the Learning Support Team to improve student welfare and learning outcomes. School counsellors are appointed to a school and are administratively responsible to the Principal.

The Role of the School Counsellor

To work in consultation with the school Principal, School Executive, Staff and Regional Student Support services to improve student learning and well-being outcomes and to implement current department priorities,

To work collaboratively with Learning Support teams to develop appropriate school based support for students,

Conduct cognitive, social, emotional and behavioural assessment of students referred by the Learning Support Team and report the results of assessments and interventions to parents and teachers,

Contribute to the social, emotional and academic developments of students by participating in Student Welfare committees,

Contribute to the development of and planning for students with special needs by assisting review committees in the design and or delivery of educational plans,

Respond, as part of a team, to schools experiencing serious and or critical incidents,

Provide long suspension reports to Principals with recommendations for future management,

Refer students and or families to other agencies that will support the development of student health and well-being outcomes.

Services Offered

Supporting students by:

Providing a counselling service to students individually or in small groups,

Contributing to the assessment of students' needs to improve learning outcomes,

Assessing students' learning and behaviour,

Supporting Teachers by

Participating in the work of the Learning Support Team and Welfare programs,

Supporting the school in serious incident management,

Liaising with other agencies,

Providing support and recommendations regarding student suspensions,

Assisting schools to identify and address disabilities that affect students' learning,

Supporting Parents by:

Assisting parents to make informed decisions about their child's education.

CHAPLAINCY PROGRAM REFERRAL

Sections 1,2 and 3 are to be completed by the class teacher/s in consultation with the grade supervisor or appropriate support personnel. Section 4 is to be completed by the chaplain following consultation, permission and interview.

Section1: Student Details

Student: _____ Class: _____ Age: _____

Language Background: _____ Teacher/s: _____

Program Requested:

Seasons For Growth



A small group that runs for 8 weeks and helps students who have been through the death of an immediate family member, or separation/divorce in their home. It covers topics like: How to handle my feelings, making good choices and seeing the hope. It is run separately for stage 1, 2 and 3.

Brave



Is a group program adapted from the online BRAVE program. It runs for 8 weeks and helps students develop skills to combat worry and anxiety. It helps students recognise their worries, learn to relax, understand thought and behaviour patterns, and make brave choices in facing their fears.

Social Skills

Choose 3 or 4 skills that would be most relevant to the referred student.

- Emotions/Self-regulation
- Recognising feelings in others
- Listening Skills
- Personal Space
- Co-operation and Sharing
- Anger/Calmness
- Communicating
- Inclusion and friendships
- Mindfulness
- Conflict resolution/Creating consensus
- Self-esteem/Confidence
- Coping
- Positive thinking

Section 2: General Support/Other:

Section 3: Referral Reason

Section 4: Parental Input/Concerns

- Parent/Carer is aware of referral (phone call/email)

Class Teacher: _____

Supervisor: _____

Section 4: Chaplain Notes/Program:
