

Buronga Public School

Learning and Support Policy



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Learning Support Team Policy

Purpose

The learning support team is a whole school planning and support procedure. 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 three-tiered model of support addressing universal, targeted and intensive supports for students and teachers.

A key feature of our learning support team is the facilitation of collaborative planning between teachers, support staff, parents and students. Our learning support team also addresses whole school need, teacher need and student need.

Implementation

Implementation of the Learning Support Team results in

- Coordination of support
- Enhanced collaboration and provides collegial support to school personnel and the wider community
- Whole school approach to planning for and supporting students experiencing difficulty
- Established guidance and support systems for all staff to assist in catering for individual student needs and effective implementation of support programs.
- Learning programs based on current research and are evidence based.

Enablers

- Teachers see the learning support team as support for their classroom
 - Processes are inclusive, well organised understood by all staff
 - Teachers are involved in the process of providing support for students
 - Teachers are involved in identifying what may be most effective in their classroom
 - Realistic action plans are developed
 - The learning support team is seen as a group of professional who coordinate support for teachers and students
- teachers see the learning support team as a support for their classrooms rather than a step in the referral process to other services.

Members

In principle, every teacher is a member of the LST. However their participation will vary according to the function of the team at a particular time e.g. whether or not our team is focusing in universal, targeted or intensive supports.

The intensive / caseload team should include a:

Principal

LST Co-ordinator

L&ST (Learning and Support Teacher)

School Counsellor

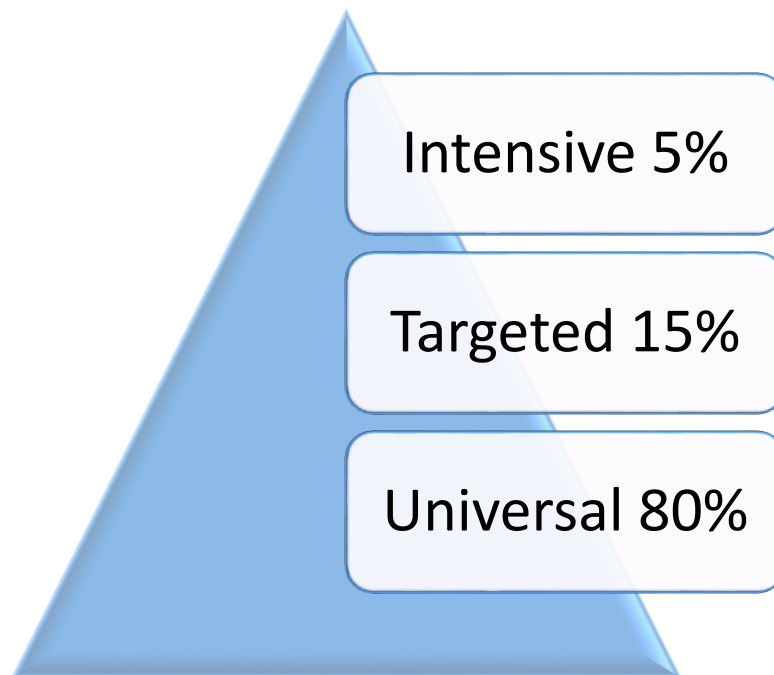
Teacher representatives

Aboriginal Education Officer (AEO)

Other specialist personnel e.g. Itinerant teachers and outside agencies, parents and care givers can be invited to attend as necessary

Roles of LST Members

Team members will have a number of roles determined by which area of support they may be taking part in: universal, targeted or intensive.



Principal

- Recommendations by LST are included in the School Management Plan

LST Co-ordinator

- Convene meetings
- Develop meeting agenda
- Keep and distribute minutes
- Maintain LST documentation

L&ST

- Advise classroom teachers of appropriate assessments and collaboratively analyse data.
- Assist teachers with the implementation of suitable PLP's.

- Provide direct support for students with additional cognitive, social, emotional and physical needs.
- Assist with Professional Learning for class teachers.
- Liase with students, parents, teachers, AEO's SLSO's and outside agencies.

School Counsellor

- Provide expert knowledge and support to teachers
- Administer targeted assessment for students requiring intensive support
- Meet with students requiring behavioural and trauma support
- Liase with parents/carers/outside agencies for at risk students
- Assist staff with access request applications

Teacher Representatives

- Refer students to LST when classroom programs are not meeting student need after accommodations have been made and evidence collected.
- Attend LST meetings when required
- Implement LST recommendations
- Monitor and record student progress on PLP and inform L&ST.

AEO

- Attend meetings
- Contribute to development of student PLP
- Assist staff with incorporating Aboriginal perspective in implementation and delivery of programs
- Assist staff with relevant background knowledge
- Schedule and implement home school visits where appropriate
- Assist families with accessing support from the school community and outside agencies.

Practices

- implement school identification procedures in order that students experiencing difficulties in learning receive early and appropriate instruction.
- Class teachers develop PLP for students not achieving at expected benchmarks in collaboration with parents/carers.
- develop referral systems for classroom teachers to access support services.
- establish procedures to coordinate support personnel within the school (e.g. L&ST, Counsellor, AEO, RR, GAT)
- develop a plan to co-ordinate and access external specialist personnel (e.g.
- implement school levels of support for classroom teachers in order that they can access appropriate personnel and cater for students experiencing difficulties in learning.
- all students accessing support require formal notification to parents/carers on school letter head and signed by the Principal.
- implement procedures for on-going support services for students (e.g. progressive monitoring, documentation, funding opportunities use of outside agencies)
- 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.
- 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).

Resources

The classroom teacher can access a number of resources to support students, including LST.

These resources range from the least intensive support (program accommodations – universal supports) to the most intensive support.

School Levels of Support

Instructional accommodations to the class program

- Students experiencing difficulty are catered for by the class teacher with accommodations to the class program and implementation of PLP.
- The teacher may include instructional, content based and behavioural accommodations in the program.

Collaborative problem solving with colleagues

- Teachers meet with colleagues to collaboratively problem solve and cater for students within the regular classroom.

Support from school resources

- Co-ordinated with the LST
- After previous steps have been implemented with evidence collected and the student is still not making expected progress, the teacher may refer the student to the LST.

Support from outside resources and agencies

- If a student's demonstrates needs that cannot be met by school resources the LST can seek support and funding opportunities from district resources.
- Students are only referred for external support after extensive intervention by the class teacher and school resources. documentation needs to be available.
- Parents are involved in the decision making process and communication exists between all parties involved.

- All students accessing support beyond the classroom require formal notification to parents/carers on school letterhead signed by the Principal.

Operational Guidelines

The Learning Support Team at Buronga Public School will operate in the following way:

- Meet each fortnight (Tuesday 10.30 & 11.30) to discuss, plan, develop and review intensive interventions for identified students.
- As the need arises some of these meetings will be used to consult with relevant teachers, parents, SLSO's, and outside agencies.
- The LST will meet every other Tuesday between 10.30 and 11.30 to discuss, plan, develop and review targeted and universal supports for identified groups of students.
- The LST co-ordinator will send written notification to parents for all students receiving support. Templates for notes to be sent home are stored on the server in LST folders.
- The LST team will focus on cognitive, social, emotional and physical support.
- The LST Co-ordinator will facilitate the meeting. The associated responsibilities will include collection of referrals, provision of copies of referrals to members prior to the meeting and management of support programs.
- Referrals will be prioritised by the LST
- Staff are required to submit a referral before students will be considered for the learning support caseload.
- Staff are able to nominate a group of students who may benefit from a particular targeted intervention. The referral will be considered by the LST.
- LST will maintain written records that will be stored on the server. These records will clearly define the course of action for each student/case considered and responsibility will be assigned for action and individual student case management. Action will include communicating/reporting to staff and parents.