Learning and Support Procedures

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

Students are referred for support beyond the school only after extensive intervention by the class teacher and other school resources as determined by the L&ST.

CORE MEMBERS
- Principal
- Executive
- School Counsellor
- Learning and Support Coordinator
- Learning and Support Teacher
- ESL Teacher
- Reading Recovery Teacher
- Class Teacher Representative

SCHEDULE
The Learning and Support team meets every Thursday morning from 8:00-9:00am
Learning and Support Procedures

FUNCTIONS OF THE L&ST

- maintaining professional confidentiality at all times.
- developing and maintaining an equitable and transparent referral system that enables all teachers to access support when required
- developing clear and consistent procedures for supporting staff and students
- meeting regularly and keeping accurate records of actions and recommendations
- identifying whole school support needs and priorities based on data
- assessing and managing new referrals
- using collaborative problem solving to design appropriate interventions
- planning for individual, group, whole class and whole school programs as required
- maintaining a review schedule to ensure follow up of recommendations
- monitoring, evaluating and reviewing support program outcomes within the school
- developing and communicating action plans, strategies and programs to support staff and students
- allocating school resources (human and material)
- liaising with students, parents and specialist personnel
- facilitating communication across the school and with parents and other stakeholders
- co-ordinating support personnel and specialist services within the school
- identifying staff professional learning needs
- facilitating individual and/or whole staff training as required
- maintaining student records and tracking student support interventions and programs
- accessing support services and agencies beyond the school
Learning and Support Procedures

**FRAMEWORK**

Class Teacher (CT) identifies student with additional need
CT consults with parents/carer
CT collects data/information
CT develops class/individual adjustments
CT implements adjustments (over a period of time)
CT assesses outcome

**Strategies successful**

Presenting concerns continue

CT consults with Stage Supervisor (SS)
CT/SS consults with parents/carer
CT/SS collects further data/information
CT/SS develops further adjustments
CT implements adjustments (over a period of time)
CT/SS assesses outcome

**Strategies successful**

Presenting concerns continue

**CT and SS complete referral for L&ST**
CT/SS submits referral to L&ST Co-ordinator
CT/SS consults with parents/carer
Co-ordinator notifies CT/SS of meeting time

CT presents referral at L&ST Meeting
L&ST discusses and determines appropriate action
L&ST sets review date
L&ST provides feedback to class teacher and parents/carer
Implement action and monitor progress

**Strategies successful**

Presenting concerns continue

L&ST determines further action
Learning and Support Procedures

CLASS TEACHER ADJUSTMENTS RECORD

Class Teacher (CT) identifies an additional need:
Student (name): ______________________________________ Date: ________________
Concerns/needs identified:
Class Teacher: ______________________________________ Class: ________________

CT consults with parents/carers Date: ___________
Comment: ______________________________________
CT collects data/information Date: ___________
CT develops class/individual adjustments Date: ___________
CT implements adjustments From: _______ To: ________
Comment: ______________________________________
CT assesses outcome Date: ___________
Comment: ______________________________________

Presenting concerns continue

CT consults with Stage Supervisor (SS) Date: ___________
CT/SS consults with parents/carers Date: ___________
Comment: ______________________________________
CT/SS collects further data/information Date: ___________
CT/SS develops further adjustments Date: ___________
CT implements adjustments From: _______ To: ________
Comment: ______________________________________
CT/SS assesses outcome Date: ___________
Comment: ______________________________________

Presenting concerns continue

CT & SS complete & submit referral for L&ST Date: _____
Signatures: Supervisor: ____________________________
Class Teacher: ________________________________
Learning and Support Procedures

ROLES AND RESPONSIBILITIES OF L&ST MEMBERS

Classroom Teacher (CT)
CT is responsible for the assessment, programming, evaluation and reporting of student learning. Where a student requires additional support, the L&ST procedural flowchart will determine action. If a student is to be referred to the L&ST, the CT will:
- Identify any student with additional needs and assess progress
- Identify priorities and develop targeted programs to address student needs
- Employ a range of adjustments to allow access to the curriculum
- Liaise with colleagues, executive and parents
- Develop IEP’s in consultation with parents, executive and/or LaST
- Attend scheduled L&ST meetings as required

L&ST Co-ordinator
- Accepts referrals to the L&ST
- Prepare meeting agendas
- Communicate L&ST details to all relevant staff
- Chair L&ST meetings
- Take minutes (or organise roster)
- Feedback to staff regarding L&ST matters
- Keep L&ST records

Learning and Support Teacher (LaST)
- Assist CT in identifying specific additional needs
- Assist with collection of baseline and ongoing data
- Assist with development of IEPs
- Assist CT in developing support programs and classroom adjustments
- Provide direct student support where required (individual and/or small group)
- Provide feedback to CT regarding student progress
- Create/provide appropriate resources
- Provide feedback to the L&ST
- Attend scheduled L&ST meetings as required

Executive
- Supervise support staff
- Co-ordinate the allocation of LaST and SLSO support (as determined by L&ST)
- Assist CT to identify priorities and develop targeted programs to address student needs
- Provide opportunities for professional learning of staff as required
- Attend L&ST meetings
- Assist with feedback to parents where appropriate

School Counsellor
- Attend L&ST meetings
- Advise team regarding appropriate interventions and counselling
- Liaise with outside agencies and or parents as necessary
- Consult with staff in relation to students experiencing learning behavioural and or psychological difficulties
## IDENTIFIED RESOURCES

### Within School
- Class Teacher
- School Counsellor
- Learning and Support Team (L&ST)
- Learning and Support Teacher (LaST)
- Aboriginal Education Resource Teacher (AERT)
- Principal
- Stage Supervisors (A.P)
- School Policies and Planning (Welfare, Discipline, Crisis, Evacuation, etc.)
- Universal behaviour system/rules
- Colleague expertise (communal knowledge)
- ESL staff
- School Learning Support Officer (SLSO)
- Aboriginal Education Officer (AEO)
- Individual Programs
  - IEP’s and PLP’s
  - Healthcare
  - Behaviour Management
  - Risk Assessment
- Standardised assessments
- Naplan/Best Start data
- Direct student observations
- Computers, laptops
- Internet
- Momentum
- Boardmaker
- Multilit
- Minilit
- Differentiated Learning activities/resources
- Reading groups
- SRA Program
- Macquarie Reading Program
- Fitzroy/PM readers
- Reading Recovery
- Levelled reading resources
- Library
- Maths groups
- Count Me In, Too
- Counting On
- Gifted and Talented Program
- Buddy Program
- Parent interviews
- Parent volunteers
- Primary Literacy and Numeracy (PLAN)

### Beyond School
- Public Schools NSW (Educational Services)
  - Learning and Engagement Advisors
  - Learning and Engagement Officers
  - Curriculum Advisors
  - Teacher Quality Advisors
  - Vision/Hearing Support
  - Home School Liaison Officer (HSLO)
  - Out of Home Care Co-ordinator (OHCC)
  - Itinerant Support Teacher, Early Childhood
  - Aboriginal Education & Engagement Advisor
  - Aboriginal Education & Engagement Officer
  - Aboriginal Community Liaison Officer (ACLO)
  - Aboriginal School Liaison Officer (ASLO)
  - Integration Funding
  - Learning and Support Team
  - Support classes
  - Schools for Specific Purposes (SSPs)
- Parents
- Preschool
- Nonviolent Crisis Intervention (NCI)
- Online Learning
- Stewart House
- Exodus Program
- Art Express
- PCYC
- Youth Services
- Mentoring
- After School Services
- Professional Learning
- GP
- Hearing/Vision assessment
- Paediatrician
## IDENTIFIED RESOURCES

<table>
<thead>
<tr>
<th>Within School</th>
<th>Beyond School</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Restorative Practices</td>
<td>• Area Health</td>
</tr>
<tr>
<td>• Circle Time</td>
<td>• Family and Community Services</td>
</tr>
<tr>
<td>• Resilience Program – Check It Out (Stage 3)</td>
<td>• Speech Therapy</td>
</tr>
<tr>
<td>• Traffic Lights</td>
<td>• Occupational Therapy</td>
</tr>
<tr>
<td>• Stop, Think, Do</td>
<td>• Community Agencies</td>
</tr>
<tr>
<td>• Anti-bullying Program</td>
<td>• Redfern Community Centre</td>
</tr>
<tr>
<td>• Child Protection Program</td>
<td>• The Settlement</td>
</tr>
<tr>
<td>• Drug Education Program</td>
<td>• Cool Kids Program</td>
</tr>
<tr>
<td>• Conflict Resolution Program</td>
<td></td>
</tr>
<tr>
<td>• Social Skills groups/programs</td>
<td></td>
</tr>
<tr>
<td>• Playground program</td>
<td></td>
</tr>
<tr>
<td>• SRC</td>
<td></td>
</tr>
<tr>
<td>• Debating</td>
<td></td>
</tr>
<tr>
<td>• Band</td>
<td></td>
</tr>
<tr>
<td>• Chess Club</td>
<td></td>
</tr>
<tr>
<td>• Dance Program</td>
<td></td>
</tr>
<tr>
<td>• Music Program</td>
<td></td>
</tr>
<tr>
<td>• Excursions, performances, shows</td>
<td></td>
</tr>
<tr>
<td>• PSSA Sports</td>
<td></td>
</tr>
<tr>
<td>• Swim school</td>
<td></td>
</tr>
<tr>
<td>• Sports equipment</td>
<td></td>
</tr>
</tbody>
</table>
Learning and Support Procedures

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.
**LEARNING AND SUPPORT TEAM REFERRAL/RE-REFERRAL**

**Student name:** ________________________________  
**D.O.B.** ________________________________  
**Class:** ________________________________  
**Referring teacher:** ________________________________

1. Additional need identified by teacher:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

2. Assessment method/s used to collect data:

_________________________________________________________________
_________________________________________________________________

3. Date of parent consultation: _______________________________

4. Strategies/adjustments developed:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

5. Outcome of implementation:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

6. Other factors for consideration:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

7. Please attach appropriate supporting documents.

What outcome/s would you like to see as a result of L&STeam support:

| Supervisor: _____________________________ | Date: ____________ |
| Teacher: _______________________________ | Date: ____________ |