LEARNING SUPPORT POLICY AND PROCEDURES

Cath Larkman, Rachel Griffiths, Debbie Newton, Angela Stretton, Sue Winsor

Incorporating Every Student, Every School and Disability Standards for Education

Revised February 2013
TABLE OF CONTENTS

KSPS Learning Support Policy Statement

Definitions

- Learning Support Team (LST)
- Individual LST

Function of the LST

- Core Members
- Roles -
  - Principal
  - LST Coordinator
  - LST Members
  - Classroom Teachers (CT)
  - Case Managers (CM)

KSPS LST Referral Process

- Flowchart
- The 4 Levels of Support
- Reading Recovery (RR)

Integration Funding Support

- Approved uses of Funding Support
- Disability Standards for Education
- Every Student, Every School (ESES)
- Packages of Support
- Employment of Temporary and Casual Teachers
- School Learning Support Officer (SLSO)
- Reappraisal of Student Progress

Appendices

1) KSPS Levels of Support
2) LST Meeting: Referral Process
3) Referral to Counsellor through LST
4) The Role of School-Based Personnel:

- School Counsellor (SC)
- LaST (Learning and Support Teacher)
- AP –LaS (Assistant Principal – Learning and Support)
- School Learning Support Officer (SLSO)
- Learning Support Plan examples and Blackline Masters
- Accommodations and Adjustments Praforma
- Information for Parents
- List of Acronyms
King Street Public School Learning Support Policy

1. Objectives – Policy Statement

1.1 At King Street Public School, students have the right to receive appropriate and relevant curriculum as per mandatory Board of Studies syllabuses.

1.2 Some students require reasonable accommodations and adjustments to curriculums, especially those students with a disability.

1.3 All King Street Public School staff will treat students with disabilities on the same basis as those without disability.

1.4 The King Street Public School Learning Support Team plays a key role in ensuring that the specific needs of all students are met, via resource allocation, providing professional learning for staff and working collaboratively with parents.

1.5 King Street Public School teaching staff are to be provided with a succinct, manageable referral process which enables both in-school and out-of-school support to be accessed.

2. Audience and applicability

2.1 This policy applies to all King Street Public School teaching and support staff. It also applies to students who attend King Street Public School, parents and carers.

3. Context

3.1 This policy complies with:

- DET 2007 Funding Support- Students with Disabilities in Regular Classes Support Document
- Assisting Students with Learning Difficulties 2007
- Every Student, Every School – Learning and Support DEC 2012
- Commonwealth Disability Standards for Education 2005

4. Responsibilities and delegations

4.1 Learning Support Team Coordinator:

- preparation of draft policy and support document
- communicate policy to all staff upon acceptance of policy and support documents by KSPS LST

4.2 Learning Support Team

- accept the policy and support document and make recommendations where appropriate

4.3 King Street Public School staff

- accept the policy and support document in its final and complete form
- carry out the duties expected of staff as per policy and support document
DEFINITIONS:

The **Learning Support Team (LST)** provides a mechanism to:

- coordinate a whole-school approach to identifying and supporting students with adjusted learning needs
- facilitate a whole-school approach to the development of personalised learning and support in consultation with students and parents
- support the additional professional learning needs of staff
- allocate available resources to promote effective learning and support for students.

*Source: Public Schools NSW 2012*

The **Individual Learning Support Team** is established by the Learning Support Team under the delegated leadership of a case manager. It specifically addresses the learning needs of each individual student.

(Hunter Central Coast Region – 2005)

**Function of the KSPS LST:**

- KSPS LST manages individual, group, whole-school programs for students, eg. additional learning needs, disabilities, ESL, behaviour, giftedness, transition, some aspects of welfare and health.

  *The KSPS LST manages any aspect of learning.*

**CORE MEMBERS OF THE KSPS LEARNING SUPPORT TEAM**

- Principal
- School Counsellor
- Learning and Support Teacher (LaST)
- LST Coordinator

At King Street, the LST is open to all staff members who are interested in, or are advocates for particular students or programs.
Roles within the KPS LST Team

PRINCIPAL

- ensure recommendations by the LST are included in the KPS Management Plan

LST COORDINATOR

- convene regular meetings (KPS LST meets Wednesday morning at 8.30am)
- develop meeting agenda and maintain LST documents
- accept referrals from teaching staff regarding students in their care
- formalise student Packages of Support and communicate these to relevant staff/parents

LST

- identify school needs and establish school priorities based on data availability
- professional learning of staff
- coordinate resources (human and material)
- identify resource needs
- assist in development of school Learning Support Policy
- collaboratively plan to develop action plans with strategies to support students and staff
- liaise with students, staff, parents and outside agencies

CLASSROOM TEACHERS (CT)

- refer students to the LST when programs are not meeting student needs (and at least 2 of the Levels of Support have been trialled and implemented- see attachments)
- attend LST meetings when required
- implement and coordinate LST recommendations within the classroom
- monitor student progress and communicate regularly with LST/case manager
KSPS INDIVIDUAL LEARNING SUPPORT TEAMS

The KSPS LST may decide that to meet the student’s ongoing learning needs more effectively, an Individual Learning Support Team may be appropriate.

Core Members of the Individual LST

- Case Manager (delegated by KSPS LST)
- Parents/Caregivers
- Class Teacher

Other relevant members may include:

- Principal or delegate
- School Counsellor
- Learning and Support Teacher
- Aboriginal Support, ESL (English as a Second Language) teacher, SLSO, OT (Occupational Therapist), Speech Pathologist, Disability Programs Consultant, OOHc Coordinator, HSLO
- Itinerant teachers (transition, hearing, vision etc)
- The student

Role of the Case Manager

- responsible for facilitating the implementation and review of educational and support programs, convening and documenting Individual LST Meetings, communicating with parents/caregivers and reporting back to KSPS LST
- needs to be mindful that the Individual LST meeting should involve only members relevant to the referral
- may suggest the presence of a support for parent/caregiver
- maintain contact with relevant support personnel (medical, community, etc)
- collaboratively plan with LST coordinator, CT and parent/carer to create a suitable Package of Support for the student.

NB The KSPS LST will appoint a temporary Case Manager should the appointed Case Manager need to take Leave.
KSPS LST REFERRAL PROCESS FLOWCHART

Student not meeting social/academic/behavioural expectations

↓

CT makes accommodations/adjustments to CP (Level 1)

↓

Successful program

↓

Presenting problem continues

↓

CT engages in collaborative problem-solving with colleagues and AP of the Stage (Level 2) Parent consultation where appropriate.

↓

Successful program

↓

Presenting problem continues

↓

CT refers to LST (Level 3) Support from specialist resources within KSPS. CT consults with parents/carers and completes LST referral form. Completed form is then given to LST Co-ord.

↓

LST discusses referral with CT and determines appropriate support. CT implements strategies suggested by LST. Regular reviews to determine progress.

↓

Successful program

↓

If unsuccessful, referral to outside agencies for support (Level 4) via LST.
Level 1

Adjustments to Classroom Programs

Accommodations and/or learning adjustments to the classroom program.

Suggested accommodations and/or learning adjustments may include:

- Programming notes to cater for individual student.
- Simplify instructions
- Prompting/cues
- Individualised instruction
- Corrective feedback & setting agreed goal or targets with student.
- Support from Stage Assistant Principal and stage team, through stage meetings and dialogue
- Transition information from previous year.
- Following and monitoring behaviour plans/code booklets
- Consider involving parents - phone call / interview

Please refer to Accommodations and Adjustments sheet in the blackline masters section of this document for further strategies and a programming proforma.
Level 2

Collaborative Problem Solving With Colleagues & Assistant Principal of the Stage.

At a Stage Meeting, class teacher and colleagues may address some or all of the following:

- As part of agenda share areas of concern, academic, social or behaviour, collaborative problem solving with colleagues to cater for student’s needs. Chosen suggestions are put into place. Consider involving the Learning and Support Teacher (LaST) for ideas.
- Involve parents
- Review at regular meetings.
- Assistant Principals/Teacher can report on identified students who are continuing to come up at Executive meetings and or Welfare Meeting.
- If concerns are continuing; refer to the LST via referral sheet by teacher in conjunction with Stage AP.
- Case Manager appointed to coordinate ongoing implementation of plan
- AP’s to monitor LS Plans and/or accommodations/adjustments to class programs.
Level 3

Support from Specialist Resources within King Street Public School

After levels 1 and 2 have been implemented and if no progress, the teacher refers to KSPS LST.

Resources within the school that can support the teacher could be:

- School counsellor
- Assistant Principals
- Learning and Support Teacher
- School Learning Support Officer
- Aboriginal Education Assistant
- Online Inclusion Programs
- Other staff that have an area of interest or are professionally developed in certain aspects
- Staff mentors
Eligibility for access to the various supports is determined by the Counsellor. Complete necessary forms for additional support with parent consent and involvement.

This will involve a Learning Support Plan developed in consultation and with support from either of the following, based on the need of the individual student’s needs:

- Disability Program Consultant
- Assistant Principal Learning and Support
- Itinerant Support Teacher of transition/vision/hearing
- Literacy Consultant
- Maths Consultant
- Professional Development
- Educational Placements
- Government Agencies (speech, Wellbeing Unit, CS, health, OT etc)
- NSW Centre for Reading
- OOHCC
King Street Public School’s
Learning Support Team

Our Role in the Referral Process:

At LST meetings, address some of the following:

- Discussion of referral.
- Brainstorm of instructional/intervention strategies and student needs.
- Programs selected, adapted or devised.
- Personnel – needed to support student.
- Personnel - decide on how the program can be implemented.
- Organisational procedures for program implementation discussed.
- Timelines are set.
- Decisions are recorded.
- Set dates for follow up or progress meetings.
- At subsequent meetings decisions are made to regarding intervention and continuation, termination or referral for out of school support.
- LST feeds back information to stakeholders and school staff regularly.

At times, decisions will need to be made by the Principal (or nominee) regarding the best course of action required for each individual case.
Referral to the Counsellor through the LST

1. SC or LST contact parent informing of referral to school counsellor

2. Relevant consent forms are sent home to parent/carer for completion.

3. LST completes referral form to counsellor, providing counsellor a package with parent consent form, referral and teacher referral.

4. Counsellor makes decisions of the nature of the assessment and completes the necessary assessments. Counsellor will provide teacher (who is knowledgeable of the student) further forms to complete if required.

5. Counsellor contacts parent/carer.

6. Feedback is then given back orally to the LST.

7. Based on information gained, the LST discusses future interventions and support.

8. LST coordinator organises an Individual Learning Support Team comprising of LST Coordinator/Case Manager/Counsellor/Last/parent or carer/any additional support person e.g. School Learning Support Officer, district personnel

9. At individual LST meetings, review what has happened, identify areas student is eligible for accessing based on what the counsellor sees as the priority with the LST. Complete the appropriate forms. Recommendations are made in conjunction with the parent.

Students should be referred to the Learning Support Team only when he/she is appraised as needing support at Level Three or above.
KPS LST Referral Form

- The KPS LST is Angela Stretton, Rachel Griffiths, Cherie Thurtell, Cath Larkman and Debra Newton.
- Referrals are to be given to Rachel Griffiths to take to the LST meeting each fortnight
- The LST will assist in providing strategies for teachers based on the needs of the student/s. It is envisaged the CT will attend. A report for each referral will be compiled for the teacher.
- The teacher will be informed of the timing of the follow-up meeting with the student’s parents and other stakeholders, if deemed necessary.

Student Name:_________________ Class: _____ DOB: ______ Teacher: _______________ Date Referred:____

REFERRED BY: ______________________________

Reasons for Referral: (Please tick and elaborate more specific details on the line).

- Hearing
- Vision
- Speech
- Receptive Language
- Expressive Language
- Fine Motor Skills
- Gross Motor Skills
- Classroom Behaviour
- Playground Behaviour
- Learning Difficulty
- Talented or Gifted Child
- Emotional
- ESL/NESB
- Attendance/HSLO
- Physical
- Repetition
- Other

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Strategies Used to Date:
Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4 ☐

5. Please complete LST Action Sheet and attach to this referral

Has the parent/carer been contacted regarding this referral? Y/N

Identified Strengths:

Areas for Development:

Other relevant background information (eg attendance, possible causes, health, record card info,)

Assessment Results (attach work samples) Class Teacher: _______________ (Please forward to R.Griffiths LST Co-ord)

LEARNING and SUPPORT TEAM RECOMMENDATIONS:

____________________________________________________________________________________
____________________________________________________________________________________

LST Coordinator’s signature:_________________ Date:_________________
LEARNING SUPPORT TEAM REFERRAL PROCESS: RECORD OF LEVEL 1 & 2 INTERVENTIONS

Prior to referring a student to LST, evidence of implementation of Level 1 and 2 interventions is required.

As part of stage/grade meeting agendas, please take a moment to discuss any students causing concern. This will act as a prerequisite to a possible referral at a later stage. This sheet will also assist with further applications/referrals to SC, RSSSP, Access Requests or outside agency support.

Student’s Name: __________________   Class: _______   CT: _____________  Supervisor: ______________

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodations/Adjustments previously implemented (PLEASE REFER TO LST POLICY AND PROCEDURES FOR STRATEGIES/IDEAS)</td>
<td>Record of discussion/collaborative planning/supervisor intervention</td>
</tr>
<tr>
<td>•</td>
<td>Date: ______________</td>
</tr>
<tr>
<td>•</td>
<td>Brief notes/description of discussion/planning/supervisor involvement:</td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>

If a referral to LST is made following Level 2 implementation, please attach this sheet to the pink LST referral form, which is located in the staffroom on the LST wall.

Place all necessary documentation in Rachel Griffiths’ pigeon hole who will contact relevant staff upon receipt.

Thank you

Rachel Griffiths

(LST Coordinator)
Reading Recovery (RR)

In the case regarding prospective Reading Recovery students, a Learning Support Team referral will be completed and submitted by the RR teacher, prior to program commencement. The LST Coordinator in conjunction with the RR teacher will then hold an Individual Learning Support Team meeting with the parent to explain the RR Program, their parental responsibilities and the importance of student attendance. Upon exiting the RR Program, the RR teacher will inform the LST of the student’s progress as well as any further additional support requirements, which may also require an allocation of resources.

FUNDING SUPPORT – Students with Disabilities in the Regular Classroom

At King Street Public School, all students have the right to be catered for academically, physically, emotionally and socially whilst in our care.

It is the responsibility of all staff to treat students with a disability on the same basis as students without a disability. This encourages us to meet our obligations under the Disability Standards for Education, which covers the following 5 areas:

- Enrolment, parental choice
- Access and participation
- Curriculum development, accreditation and delivery
- Student Support Services
- Elimination of harassment and victimisation

In NSW public schools, the framework for learning and support involves:

1. Teaching and learning
2. Curriculum
3. Collaboration
4. Accountability
5. Teacher quality

A transparent process based on regular consultation with parents of students with a disability is essential in the planning process. Any accommodations or adjustments to a student’s program MUST be in consultation with the parent or carer.
EVERY STUDENT EVERY SCHOOL AND THE NEED FOR CHANGE

‘The historical experience of people with a disability illuminates the current state of disability support in Australia. Despite significant changes along the way, there has been limited improvement. In fact, Australia is among the worst performers when it comes to key indicators such as employment and disadvantage of people with a disability. Further fuelling this performance are societal attitudes towards people with a disability, which have evolved slowly over time.’ Pricewaterhouse Coopers 2011

Recent reports * highlight negative experiences and poor outcomes nationally for people with a disability as a population group. They identify the critical need for the provision of quality education for students with a disability equal to that provided for other students that supports achievement and potential for independent, productive lives.

The Australian Bureau of Statistics estimates that 1:5 (almost 20%) of Australians have a disability. In NSW public schools, it is estimated 12% have a disability or additional needs.

Of these, 4.7% have a confirmed disability (intellectual, physical, hearing, vision, mental health and autism) and receive targeted support, and 7.5% have additional learning needs relating to learning difficulties and or behaviour disorders, dyslexia, language or communication delay.

77% of these students are enrolled in regular schools.

To support schools to better cater for every student, the DEC introduced Every Student Every School in 2012 which focuses on Quality Teaching and Learning and Teacher Quality.

To assist in its implementation, 5 project clusters will incorporate activities during 2012 and 2013 based on professional learning, special schools of expertise, instruments to understand and support individual student needs, information to support teaching and learning and expert support for students.


*Disability Expectations: Investing in a better life, a stronger Australia (PWC 2011)
INTEGRATION FUNDING SUPPORT, LEARNING SUPPORT TEACHER AND FLEXIBLE FUNDING

Previously, the KSPS LST utilised 1.0 of STLA time to support those students requiring additional support in literacy and numeracy, using a variety of data-based assessments. For those students who were part of the Integration (Support) Funding Program, these funds were allocated by the KSPS LST in a manner which involved the allocation of both human and material resources to assist the CT best-cater for their student with a confirmed disability. These resources were then formalised in the student’s Package of Support.

As of term 3 2012-2014, under the DEC Every Student Every School initiative, the KSPS LST will allocate 1.6 (FTE) Learning and Support Teacher time to those students who require additional literacy and numeracy support, as well as providing extension opportunities for GaTS. In addition, the KSPS LST will also have at its disposal, an annual funding allocation which will be used to assist those students identified by the LST as requiring accommodations or adjustments to support them in the classroom. This allocation will not only allow the LST to continue to support those students who no longer receive Integration (Support) Funding under the Every Student Every School model, it will also allow the flexibility to support those students who do not have a formalised disability.

Importantly, those students with a disability considered as high-need, will continue to be part of the Integration (Support) Funding Program. Those students who previously received an allocation as part of the Integration (Support) Funding Program, and the confirmed disability was signed-off as mental health/autism, will now be supported under the flexible funding allocation.
PACKAGES OF SUPPORT

The KSPS LST allocates funds to support CT’s, students with a disability and those requiring accommodations and adjustments to programs. Approved uses may include:

- related training and development activities (teacher relief and SLSO relief)
- additional teacher time
- SLSO time
- teacher release/program coordination time/transfer of duty (visits to other schools etc)

Funding can only be used to provide additional staffing support. The funding is not allocated for administrative purposes, to purchase resources or technology, to make properties modifications, to provide therapy or clinical support. Source: Funding Support - Students with Disabilities in Regular Classes Support Document DET 2007

When planning to support a student’s educational needs as well as the class teacher's professional learning requirements, the KSPS LST will need to consider the most appropriate ‘package of support’ or educational adjustments/professional learning needs for each student and teacher. The package will be developed from within available school, regional and state resources. (DEC Funding Support Document)

The ‘package of support’ may include:

- teaching and learning strategies/programming
- related professional learning activities
- access to school resources such as LaST, Aboriginal Programs, PSP, RSSSP
- targeted funding
- school area resources
- teacher and SLSO time
- technology adaptations and equipment
- modifications to facilities
- regional resources such as AP-LaS, OOHC

# # A student’s Learning Support Plan are important records that can either be in the form of a formalised plan, or indicated within classroom programs as accommodations and adjustments.
Employment of Temporary and Casual Teachers

The needs of students with disabilities enrolled in regular classes are best supported when teachers understand each student’s specific educational needs and how to provide for these in the regular classroom. Teachers’ knowledge, understanding and skills in working with students can be enhanced through professional support sustained at the local level. Funds may be used to employ a teacher to coordinate support to students with disabilities enrolled in regular classes. They may also be used to provide professional development and support to teachers to assist them in meeting the individual needs of these students in their classes.

Professional development and support for teachers may include:

- collaborative planning and programming
- networking within and across regions
- team-teaching
- arranging visits to other classrooms
- liaising with other professionals (IST hearing, vision, LaST, OOHC, regional support personnel)
- networking
- mentoring

(Funding Support – Students with Disabilities in Regular Classes Support Document 3.1)

School Learning Support Officer (SLSO)

SLSOs assist all school personnel to implement quality learning outcomes for students with disabilities in regular classes. It is important to ensure that SLSOs are seen as valued members of the school team and have access to all the information they require to effectively perform their role.

The SLSO always works under the supervision and direction of a teacher. SLSOs may be asked to provide support in a variety of ways, including general classroom assistance, small-group instruction or individual assistance.

Support provided by SLSOs should aim to develop maximum student participation and independence. Parents or carers have chosen regular class enrolment with this expectation. Significant periods of withdrawal from class activities or extended 1:1 instruction should be avoided to ensure that the student does not become unnecessarily dependent on the support of an SLSO.

NB If the temporary engagement of an SLSO is considered part of the student’s LSP, the School Leadership Team will select the SLSO based on the identified needs of the student.
Reappraisal of Student Progress and Educational Support Needs

In Term 3 each year, or where considered necessary, the KSPS LST will conduct Reappraisal Days which aim to:

- adjust/review the Profile of each Funded Student
- review the effectiveness of each Funded Student’s Learning Support Plan (as per K-12 Policy of Standards)
- ensure the needs of each funded student is being met educationally, socially, emotionally and physically
- prepare for Transition/class placement for the following academic year
- review the student’s Dis-con sheet

Reappraisals are very effective at key transition points during the student’s schooling. These transition points include:

- entering kindergarten/primary
- moving from Year 6 to 7
- transferring from another system
- when/if a significant change in student needs occurs
- classes

In exceptional circumstances, the outcome of a reappraisal meeting may be a request for a review of funding. The Learning Support Team will need to demonstrate that the level of funding allocated to this program as well as those from school, regional and state resources is not sufficient to allow the student to participate in the educational program.
Student’s Name: _______________ Class: ______ DOB: __________ CT:___________

Stage Supervisor: _______________ Parent Contact: _____________ Review date: ____________

**Background/Overview:**

________________________________________________________________________________

<table>
<thead>
<tr>
<th>SUPPORT STRATEGIES</th>
<th>√/NA</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Support Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(incl. Special placement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexible Funds Allocation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Teacher Planning/SLSO etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LaST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP-LaS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Professional Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disabilities Consultant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSSSP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OOHC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Outside Agency Support:**

________________________________________________________________________________

LST Coordinator: ___________________________
# KSPS Package of Support – (Integration Support Student)

**Student’s Name:** _____________  **Class:** ______  **DOB:** __________  **CT:** __________

**Stage Supervisor:** ____________  **Case Manager:** ____________  **Parent Contact:** ____________

**Semester Funding:** $_________  **Disability:** _______  **Exp:** ________  **Review Date:** ________

### Background/Overview:

_________________________________________________

________________________________________

_____________________________________________________________________

### Support Strategy

<table>
<thead>
<tr>
<th>SUPPORT STRATEGY</th>
<th>√/NA</th>
<th>NOTES</th>
<th>COST ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Planning Day/Term 3 Reappraisal Day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Relief (Prof. Learning, Inter-school visit, Planning etc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLSO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLSO Relief</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Support Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional Support

- **OOHC**
- **RSSSP**
- Support Programs (RR etc)
- **LaST**
- Aboriginal Programs
- Transition Programs
- Special Programs
- **AP-LaS**
- School Counsellor
- Disabilities Consultant
- Regional RSSSP /LMG RSSSP
- **ESL**
- **OT**
- Speech

### Plan Approved: Y/N  **Parent:** ____________  **LST Coordinator:** ____________  **Principal:** ____________
Dear ,

I am writing to invite you to a Reappraisal Meeting regarding on at

The Reappraisal Meeting will be held in the administration area, King Street Public School.

Reappraisal Meetings are an excellent method of gathering information to assist in the development of planning to support student learning. They also ensure student’s needs are being met as best they can.

In attendance will be

Please reply on receipt of this letter to confirm your appointment time.

If you have any questions regarding the Reappraisal Meeting, please contact Mrs Rachel Griffiths on 65722281 during office hours.

Thanking you for your support,

Mrs Rachel Griffiths
(Assistant Principal/Learning Support Coordinator)

===============================================================
I confirm the Reappraisal Meeting appointment for on at
Signed: __________________________ Date: _________________
**Additional Support Material included in Policy:**

- Role of the School Counsellor
- Role of the LaST
- Role of AP-LaS and accessing support
- Role of the SLSO
- Examples of Learning Support Plans
- Examples of Blackline Masters for Programming accommodations and adjustments

- Information for Parents

- List of Acronyms

**Future Directions of KSPS LST:**

*Supporting Beginning Teachers Policy*

*GaTS*

*Repetition Policy*
1.2 THE ROLE OF SCHOOL BASED PERSONNEL

1.2.1 School Counsellors

School Counsellors are qualified teachers who have a degree in psychology and post graduate qualifications in school counselling. They complement and enhance the work of teachers by strengthening schools’ student welfare provisions and providing counselling and psychological assessment of students with specific needs.

School Counsellors are appointed to a ‘centre’ school and are administratively responsible to that principal. School counsellors may provide counselling services to other schools in their defined district guidance officer districts, or may provide specialised counselling support within the region. Where they provide a service to schools other than their centre, they are responsible to those schools’ respective principals for service planning and delivery. DGO’s provide professional supervision of school counsellor’s work and provide professional supervision of school counsellors’ work and provide 0.5 fulltime equivalent counselling service to allocated schools within their district.

School Counsellors:

- provide counselling to students, individually and in groups, including appropriate short term therapeutic interventions undertaken within the constraints of their training, experience and supervision
- work in consultation with the principal, school executive, staff and regional student support services to improve student learning and wellbeing outcomes and implement current departmental priorities
- work collaboratively with learning support teams, parents and caregivers, and other agencies, to develop appropriate school-based support for students
- carry out cognitive, social, emotional and behavioural assessment of students referred by the learning support team, report the results of assessments and interventions to parents and teachers, and collaborate to improve learning and wellbeing outcomes
- 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 emergencies
- provide long suspension reports to principals with recommendations for future management
- assist and support parents and caregivers in addressing the social, emotional and educational development of their children
- refer students and/or their families and caregivers to other agencies that will support the development of student health and wellbeing outcomes.

Source: School Counsellor Manual (August 2009) Operational Roles and Structures
SLSO (School Learning Support Officer)

Under the supervision and direction of a teacher a School Learning Support Officer (SLSO) is responsible to the principal or the supervisor for:

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

An SLSO is required to assist teachers in school and community settings in:

- the implementation of individual education programs and individual transition programs;
- providing opportunities for students to develop personal, social, independent living and pre-vocational skills;
- providing daily personal health care according to the level of need;
- helping with eating and drinking;
- supervision of students on excursion, work experience and travel training programs;
- physical support of students with severe and/or multiple, physical and/or intellectual disabilities, including lifting, moving students, therapy, administering medicine, minor maintenance of electronic equipment used by students;
- being part of a multi-disciplinary team developing Learning Support Plans (LSP).

Administration:

- operating audio-visual aids, computers, and other teaching equipment
- photocopying/recording
- minor clerical duties

An SLSO is required to undertake any other related duties as determined by the principal or the supervisor.

SLSO’s are not to assume responsibility for performing a duty that is primarily teaching in nature, such as:

- sole classroom instruction or undirected supervision of students
- the diagnostic functions of the classroom
- programming educational activities and materials for children
- preparing lesson plans or initiating teaching
- assigning grades to students
- undirected supervision of students

Individual classroom teachers may vary the responsibilities of the SLSO to enhance the teaching program.
### Example of Learning Support Plan: Context – Asperger’s

**Review Date: Week 5 Term 2**

<table>
<thead>
<tr>
<th>Social Skills required in order to develop positive relationships</th>
<th>Model appropriate touch. Reinstate other students don’t like the way ______ is touching them. People need their own space</th>
<th>________ will keep his hands away from others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social skills required when working within the classroom as part of a group</td>
<td>Ensure ________ is listening to set instructions, and ask him to clarify understanding. SLSO present during group instruction to assist ________ remain on task</td>
<td>Improved peer relationships and work output</td>
</tr>
<tr>
<td></td>
<td>Model to ________ how to blow nose correctly. Tissues and wet wipes are to be on ________’s table at all times</td>
<td>Less instances of sickness and a tidier area for ______ to work in</td>
</tr>
<tr>
<td></td>
<td>A reward system will be put in place – negotiated with ________. Five stars will bring a reward. Chart is to be placed on desk as a visual, and can be taken to other classrooms/venues throughout the day. Relevant staff will be made aware of this.</td>
<td>Knowing how to take turns, become more socially responsible. Increased self-esteem.</td>
</tr>
<tr>
<td>Independent work habits</td>
<td>Clear, short and simple instructions to be provided, based on achievable goals. Timer can be used to assist ________ stay on task as well as develop an understanding of time frames</td>
<td>Improvement in receptive language skills and self-worth due to increased work output.</td>
</tr>
</tbody>
</table>

Reward chart is working well after 3 weeks in place
# Learning Support Plan

**Student:**

**School:**

**Class:**

**Date written:**

**Team Members:**

**Review date:**

<table>
<thead>
<tr>
<th>Funding Support Focus Areas</th>
<th>Class Targeted Outcome</th>
<th>Priority Goals</th>
<th>Interventions</th>
<th>Personnel Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KLA’s</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Access:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receptive Language:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressive Language:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Competence:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personal Care</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hygiene:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating &amp; Dietary:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Procedures:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mobility &amp; Posture Assistance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobility &amp; Positioning:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand Motor Skills:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My Child’s Package of Support – Information for Parents

At King Street Public School, we believe all children have the right to be catered for academically, physically, socially and emotionally whilst in our care.

Our staff is highly committed to treating students with a disability on the same basis as students without a disability, whilst simultaneously creating a transparent process through regular consultation with parents and carers. This ensures any adjustments to a student’s program, is highly collaborative in nature.

Our ‘Packages of Support’ for students with a disability, or those who require adjustments to school programs, are based on a holistic, multi-faceted approach. This allows us to meet our obligations under the Disability Standards for Education, which covers the following 5 areas:

- Enrolment, parental choice
- Access and participation
- Curriculum development, accreditation and delivery
- Student support services
- Elimination of harassment and victimisation

At King Street Public School, we respect the rights of parents to choose mainstream education for children with a disability. We endeavour to cater for students with a disability by implementing a framework based on learning and support.

Our framework for learning and support involves:

1. Teaching and learning
2. Curriculum (what we teach)
3. Collaboration (working with parents and carers)
4. Accountability (taking responsibility)
5. Teacher quality

Source: DEC 2012

The King Street Public School Learning Support Team is responsible for professionally developing staff regarding this framework and ensuring the model becomes an integral part of our educational and ethical standards. Teachers are expected to make reasonable adjustments to programs to cater for students with a disability.
Frequently Asked Questions (FAQ)

What is a Learning Support Team?

The school’s Learning Support Team is responsible for allocating resources, both human and material, to support the learning of all staff and students. The role of the Learning Support Team coordinator is to liaise with parents and relevant staff in ensuring the individual needs of our students (including those with a disability) are met.

Who is eligible to receive a Package of Support?

Any student in the school the Learning Support Team feel requires additional assistance and would enhance their learning through a Package of Support. In 2012, there were 46 Packages of Support created from K-6.

Those students who are part of the Integration Support Funding Program, are eligible to receive a Funded Package of Support. Students who are not part of the Integration Funding Support Program, are still eligible to receive a Package of Support. The KSPS LST will utilise flexible funds sent to the school from the DEC to create these packages. Rest assured, both packages are designed to achieve the best possible outcomes for students and are always created in consultation with parents and carers.

What is able to be included in my child’s Package of Support?

Packages of Support can take many forms and will be based on the individual needs of each student. However, each Package of Support will contain a Learning Support Plan, which will contain information regarding the accommodations and adjustments made for the student. Once again, these will be added as part of the plan, after consultation with parents/carers has taken place.

Other approved inclusions may be:

- additional teacher time to plan or visit schools of expertise;
- teacher release to engage in professional learning and program creation;
- School Learning Support Officer (teacher’s aide) time

Whilst the purchasing of resources is not considered part of the Package of Support, the Learning Support Team may decide to purchase an iPad (for example) using other funds in the school for a student with autism or motor skill requirements as part of their Package of Support.
What happens once the Package of Support is created and how often is it reviewed?

Once the Package of Support has been created in consultation with parents and carers, copies are provided to:

- parents/carers;
- relevant staff (eg class teachers, case manager, school counsellors, disability consultant);
- Learning Support Team Coordinator

Packages are able to be reviewed:

a) during periods of transition  
b) changes in circumstance  
c) the introduction of new services/resources  
d) at the request of parents/carers, classroom teachers, school counsellors, case managers or the Learning Support Team Coordinator.

In Term 3 each year, the King Street Learning Support Team provide Reappraisal Week, which involves reviewing the student’s profiles, plans and support mechanisms, basically ensuring the Package of Support is meeting the needs of the student. Our school counsellor is always in attendance, as well as support personnel, if applicable. Parents are also invited to bring a support person if they so wish.

If you require further information about Learning Support at King Street Public School, please contact:

Mrs Rachel Griffiths – Assistant Principal/Learning Support Coordinator  

King Street Public School  

Singleton 2330  

Ph: 65 722281
List of Acronyms

AP – Assistant Principal
CT – Classroom Teacher
DGO – District Guidance Officer
AP- LAS – Assistant Principal – Learning and Support
ESL – English as a Second Language
CT – Classroom Teacher
FS – Funding Support
IM – Intellectually Mild
IO – Intellectually Moderate
IR – Intensive Reading
ISTH – Itinerant Support Teacher for Hearing
ISTV – Itinerant Support Teacher for Vision
LMG – Local Management Group
LaST – Learning And Support Teacher
LSP – Learning Support Plan
LST – Learning Support Team
MH – Mental Health
OOHC – Out Of Home Care
OT – Occupational Therapy
P - Principal
RSSSP – Regional School Student Support Program (emergency funding)
RR – Reading Recovery
CS – Community Services
SC – School Counsellor
GaTS – Gifted and Talented