**Michelago Public School**

*School and Family Working Together*



### LEARNING SUPPORT POLICY AND PROCEDURES

*Staff involved in reviewing document: C Plummer S Tillack C Ryan*

*Incorporating Every Student, Every School and Disability Standards for Education*

*Developed May 2015*

Michelago Public School

Learning and Support Team Policy

2015

***Every Student Every School*** is an initiative providing better learning and support for students with a disability, learning or behaviour need in our public schools.

***Every Student Every School*** is structured around a Learning and Support Framework for all NSW Public Schools.

There are four key drivers in the development of learning adjustments for students with disability and/or additional learning needs in our schools. These are:

* CAPABILITY
* INCLUSION
* DIVERSITY
  + ACCOUNTABILITY

Underpinning this is our commitment to the implementation of the Australian Curriculum, our obligation to the Australian Disability Discrimination Act (DDA), the Disability Standards for Education (2005), the nationwide implementation of the National Disability Insurance Scheme and the commitment of the NSW DEPT of EDUCATION, National Professional Standards for Teachers and Principals. We also include the three dimensions of the NSW Quality Teaching Framework:

* Intellectual quality
* Quality learning Environment
* Significance

All these are essential to improved student learning outcomes.

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**Our School Public School Learning Support Policy**



1. Objectives – Policy Statement
   1. At Our School Public School, students have the right to receive

appropriate and relevant curriculum as per mandatory Board of Studies syllabuses.

* 1. Some students require reasonable accommodations and adjustments to curriculums, especially those students with a disability.
  2. All Our School Public School staff will treat students with disabilities on the same basis as those without disability.
  3. The Our School 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.
  4. Our School 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.

1. Audience and applicability
   1. This policy applies to all Our School Public School teaching and support staff. It also applies to students who attend Our School Public School, parents and carers.
2. Context
   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**

* 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 OUR SCHOOL LST
  1. Learning Support Team
* accept the policy and support document and make recommendations where appropriate
  1. Our School 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. It specifically addresses the learning needs of each individual student.

**Function of the OUR SCHOOL LST:**

* OUR SCHOOL 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 OUR SCHOOL LST manages any aspect of learning***.

**CORE MEMBERS OF THE OUR SCHOOL LEARNING SUPPORT TEAM**

* + Principal
  + School Counsellor
  + Learning and Support Teacher (LaST)
  + Classroom teacher(s)

At Our School, the LST is open to ***all*** staff members who are interested in, or are advocates for particular students or programs.

**Roles within the OUR SCHOOL LSTeam**



**PRINCIPAL**

* + ensure recommendations by the LST are included in the OUR SCHOOL Management Plan

**LST COORDINATOR**

**See Attachment: LAST Role Statement**

* convene regular meetings
* 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

**LSTeam**

* 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
* attend LST meetings when required
* implement and coordinate LST recommendations within the classroom
* monitor student progress and communicate regularly with LST

**OUR SCHOOL INDIVIDUAL LEARNING SUPPORT TEAMS**

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

**Members/Stakeholders of the Individual 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

**OUR SCHOOL LST REFERRAL PROCESS FLOWCHART**

Student not meeting social/academic/behavioural expectations



**↓**

CT makes accommodations/adjustments to CProgram with supervisor/LST support

→

CT makes adjustments and/or accommodations

Successful program

**↓**

Presenting problem continues

↓

Presenting problem continues

→

Successful program

CT engages in collaborative problem-solving with colleagues and LSTeam.

Parent consultation where appropriate.

CT engages in collaborative problem-solving

with colleagues and AP of the Stage (Level 2)

↓

nues

Presenting problem continues

**↓**

CT refers to LST Support from specialist resources within Michelago Public School. CT consults with parents/carers and completes LST referral form. Completed form is then given to LST Co-ord.

↓

(Level 3 – Refer to LST)

Support from specialist resources within KSPS. CT consults with parents/carers and completes

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

Successful program

s

**↓**

Successful program

→

If unsuccessful, referral to outside agencies for support via LST.

**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.
* Transition information from previous year.
* Following and monitoring behaviour plans/ code booklets
* 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.***

**Support from Specialist Resources within Michelago Public School**

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

* Learning and Engagement Advisor
* Learning and Engagement Officer
* School counsellor
* 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
* Mentors
* OOHC Coordinators

Our School 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.

Order of 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.

# Michelago Public School LST Referral Form

* + The OUR SCHOOL LST includes: C Plummer S Tillack C Ryan F Lane
  + Referrals are to be given to C Plummer to take to the LST meeting
  + The LST will assist in providing strategies for teachers based on the needs of the student/s.
  + 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:**

**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,)

**Relevant Assessment Data :** attached

Class Teacher:

**LEARNING and SUPPORT TEAM RECOMMENDATIONS:**

*LST Coordinator’s signature:*

*Date:*

**FUNDING SUPPORT – Students with Disabilities in the Regular Classroom**

*At Our School 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
6. Professional Development

***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.***

**INTEGRATION FUNDING SUPPORT, LEARNING SUPPORT TEACHER AND FLEXIBLE FUNDING**

Previously, the OUR SCHOOL 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 OUR SCHOOL 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 OUR SCHOOL LST*

*will allocate 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 OUR SCHOOL 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 OUR SCHOOL 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 OUR SCHOOL 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 OUR SCHOOL 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.

*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.*

**OUR SCHOOL PACKAGE OF SUPPORT – *(Discontinued/LST Referred Student)***

Student’s Name:

Class:

DOB:

CT:

Stage Supervisor:

Parent Contact:

Review date:

***Background/Overview:***

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

**Additional Outside Agency Support:**

LST Coordinator:

**OUR SCHOOL 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** | **√/NA** | **NOTES** | **COST ($)** |
| Term 1 Planning Day/Term 3 Reappraisal Day |  |  |  |
| Teacher Relief  (Prof. Learning, Inter-school visit, Planning etc) |  |  |  |
| SLSO |  |  |  |
| SLSO Relief |  |  |  |
| Learning Support Plan |  |  |  |
| **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: L ST Coordinator: Principal:**

Dear ,

*Michelago School Public School*

Michelago Public School

20 Ryrie ST

Michelago Postcode:2620

PHONE: (02) 62359153

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

The Reappraisal Meeting will be held in the administration area, Michelago 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 xxxxxxxx xxxxx on xxxxxxxx during office hours. .

Thanking you for your support,

xxxxxxxx

(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 OUR SCHOOL 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**

|  |  |  |  |
| --- | --- | --- | --- |
| Social Skills required in order to develop positive relationships  Social skills required when working within the classroom as part of a group  Independent work habits | Model appropriate touch.  Reinstate other students don’t like the way  is touching them. People need their own space  Ensure is listening to set instructions, and ask him to clarify understanding. SLSO present during group instruction to assist  remain on task  Model to how to blow nose correctly.  Tissues and wet wipes are to be on ’s table at all times  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.  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 | will keep his hands away from others  Improved peer relationships and work output  Less instances of sickness and a tidier area for  to work in  Knowing how to take turns, become more socially responsible.  Increased self- esteem.  Improvement in receptive language skills and self-worth due to increased work output. | Reward chart is working well after 3 weeks in place |

**Learning Support Plan**

|  |  |  |
| --- | --- | --- |
| **Student:** | **School:** | **Class:** |
| **Date written:** |  |  |
| **Team Members:** |  | **Review date:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Funding Support Focus Areas** | **Class Targeted Outcome** | **Priority Goals** | **Interventions** | **Personnel Involved** |
| **KLA’s**  Curriculum Access: |  |  |  |  |
| **Communication** Receptive Language:  Expressive Language: |  |  |  |  |
| **Participation** Social Competence:  Safety: |  |  |  |  |
| **Personal Care**  Hygiene:  Eating & Dietary:  Health Care Procedures: |  |  |  |  |
| **Mobility & Posture Assistance** Mobility & Positioning:  Hand Motor Skills: |  |  |  |  |
| **Other** |  |  |  |  |

***My Chil d’s Pack a ge o f Sup port – Information for Parents***

At Michelago School 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 Michelago School 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 ***Michelago School 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 OUR SCHOOL 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:

1. during periods of transition
2. changes in circumstance
3. the introduction of new services/resources
4. at the request of parents/carers, classroom teachers, school counsellors, case managers or the Learning Support Team Coordinator.

In Term 3 each year, the Our School 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 Our School Public School, please contact:***

***Mrs Claire Plummer : Principal/Learning Support Coordinator***

***Michelago School Public School***

***Michelago 2620***

***Ph: 62359153***

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