Learning

Support Team

Policy & Procedures

BELIEVE STRIVE ACHIEVE

Contents

LEARNING SUPPORT

TEAM POLICY

What is a learning support team?

A learning support team is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning support needs of students through the coordination, development, implementation, monitoring and evaluation of educational programs.

A prime function of our Learning Support team is to ensure that the needs of all students in the school are being met using a three-tiered model of support addressing universal, targeted and intensive supports for students and teachers. Our team also employs the logic of Positive Behaviour for Learning; that is, a strong focus on **systems** (what we do to support adults), **practices** (what we do to support students), and **data** (to inform our decision making about systems and practices).

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

Why implement a learning support team?

The implementation of a Learning Support Team can be of great benefit to a school.

It will:

- enable **coordination of support**.
- enhance the **collaboration and provides collegial support** to school personnel and the wider community.
- ensure a whole school and ongoing plan is implemented to meet the needs of students with support needs.
- Establish guidance and support systems for all staff in order that they can cater for students with support needs.
- ensure that programs based on current research and best practices are implemented for students with support needs.

Learning support teams work when:

- teachers see the learning support team as a support for their classrooms
- processes are inclusive, well organised and understood by all
- teachers are involved in the identification of outcomes for support for students

- support is provided and the teacher is involved in identifying what may be most effective in his/her classroom
- realistic action plans are developed
- the learning support team is seen as a group of professionals who coordinate support for teachers and students rather than a step in the referral process to other services

Who are our team members?

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

The intensive/caseload team should include a:

Team facilitator (usually a member of the school executive)

**LST coordinator**

School counsellor

Teacher representatives

Specialist personnel (including the LST, ESL, Reading Recovery)

Other specialist personnel; for example, Itinerant teachers and outside agencies, parents and caregivers can be invited to attend as necessary.

Roles of the LST team members

Team members will have a number of roles determined by which co-team they may be taking part in; that is, universal, targeted and intensive teams.

5% students → ← Intensive Supports

15% students ← → Targeted Supports

80% students ← → Universal Supports
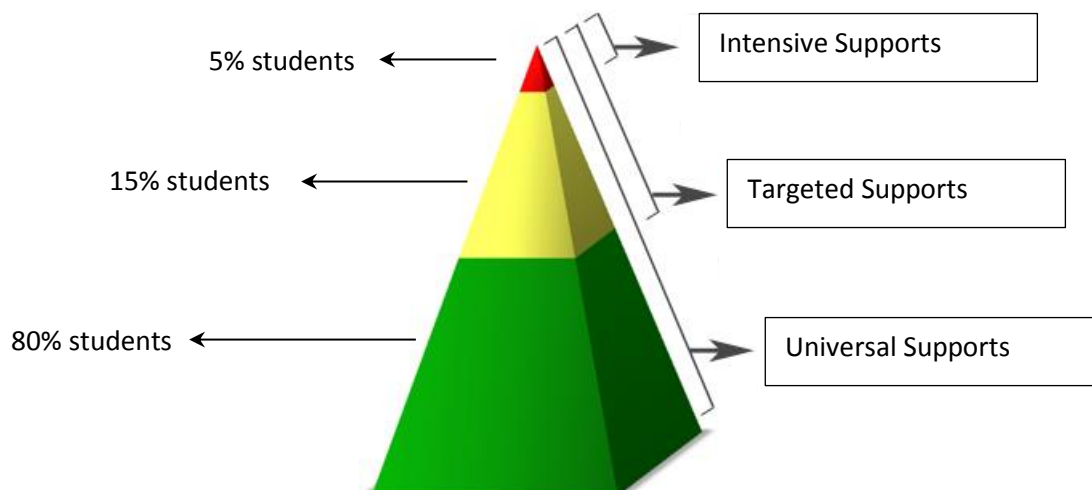
As a general rule of thumb, the following roles can apply:

Principal
- ensure recommendations by LST are included in the school's Management Plan with direct links to the Every Student, Every School initiative.

LST facilitator
- identify school needs
- establish school priorities
- training and development
- coordinate resources (human and material)
- identify resource needs

LST coordinator
- convene regular meetings
- develop meeting agenda
- keep and distribute minutes
- maintain LST documents

LST
- assist in development of School Learning Support Policy and Procedures
- collaboratively plan to develop action plans with strategies to support students
- liaise with students, parents and outside agencies

Classroom Teachers
- refer students to LST when programs are not meeting students needs (and teacher has tried several strategies first)
- attend LST meetings when required
- implement LST recommendations
- monitor student progress and inform LST

What does our LST team do?

When implementing a LST it is important that schools determine a priority order and gradually work through areas of need. The LST may:

- develop the schools policy for students experiencing difficulties in learning or those requiring extension
- implement school "identification" procedures in order that students experiencing difficulties in learning receive "early" and "appropriate" instruction
- develop referral systems for classroom teachers to access support services
- establish mechanisms to coordinate support personnel within the school (e.g., LST, Counsellor, SWO, ESL, Reading Recovery)
- develop a plan to coordinate and access 'external' specialist personnel
- implement school 'levels of support' for classroom teachers in order that they can access appropriate personnel and cater for students experiencing difficulties in learning
- establish support systems for specialist personnel within the school (e.g., policy/model implementation, funding issues)
- implement mechanisms for on-going support services for students (e.g., progressive monitoring and record keeping)
- provide direction for professional learning programs
- assist the school with the selection, implementation and evaluation of resources for students experiencing difficulties in learning and those requiring extension
- establish communication and liaison procedures within the school community (e.g., school based/home based programs, parent referral procedures)
- implement effective models and programs to improve student outcomes (e.g., early intervention programs, assessment procedures, programs based on current research and best practice in the area of learning difficulties, effective teaching and behaviour modification strategies, monitoring and evaluation procedures.

The Learning Support Team

Addresses key areas:
- teaching and learning
- school organisation
- training and development
- curriculum
- student support and development
- parent and community participation

Considers:
- implications for school wide planning
- coordination of support resources within and outside the school
- development of strategies for program planning, implementation, monitoring and evaluation
- parent involvement
- collaborative approaches to development of programs and support mechanism for students who need additional support

The Learning Support Team

Contributes to the provision of quality teaching and learning for all students

Coordinates planning for students who need additional support to implement the support cycle including:
- Appraisal of achievement, goals and needs
- Access to services
- Program planning, implementation and evaluation
- Reappraisal of progress towards planned educational outcomes

Addresses key focus areas:
- Literacy
- Numeracy
- Aboriginal education
- Multicultural education
- Gender equity
- Student welfare
- State-wide initiatives and priorities

Where does the LST fit into our school resources?

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

These resources range from the least intensive support (adaptation and differentiation to the class program – universal supports) to the most intensive support (support from outside agencies may be included).

School Levels of Support

1. instructional adaptations and differentiation to the class program
2. collaborative problem solving with colleagues
3. support from school specialist resources (LST)
4. support from out of school resources

1. Instructional adaptations and differentiation to the class program

Students experiencing difficulty in learning are catered for by the class teacher within the regular class program.

This involves the teacher making instructional adaptations to the program.

These adaptations could include (but not limited to):

- Individual Educational Programs
- Individual Literacy Plans
- Simplifying instructions
- Prompting/cues
- Corrective feedback
- Grouping students with similar instructional needs
- Peer and/or parent tutor programs
- Selecting instructional level text on the same topic as the rest of the class
- Additional practice of skills
- Differentiation
- AFL, AAL, AOL

2. Collaborative problem solving with colleagues

Teacher meets with colleagues (a supervisor, LST or other teachers) to collaboratively problem solve and cater for students within the regular class program.

3. Support from school resources

- Coordinated through the LST
- After step 1 and 2 have been implemented and the student is still not progressing according to expectations, the teacher may refer the student to the LST
- Collaborative problem solving is used to design appropriate interventions

4. Support from out of school resources

- If a student has support needs that cannot be met by school resources, the LST can seek support from regional or state resources
- Students are only referred to support after extensive intervention by the class teacher and school resources
- It is important the parents are involved in the decision making process at this stage of intervention and that communication and collaboration exists between specialists and school personnel.

Learning support team operational guidelines

The Learning Support Team at Tuggerah Public School will operate in the following ways:

1) Address the 3 tiers of the learning continuum by:

- The intensive interventions LST will hold extraordinary meetings when the need arises, for example, to review integration programs and to consult with relevant teachers, parents, SLSOs, and Itinerant Teachers (where applicable)
- The targeted and universal LST will meet on a fortnightly basis to discuss, plan and develop targeted supports for identified groups of students, and universal supports for all students

  These two tiers of the continuum will focus on the areas of learning, welfare, and behaviour/social-emotional development.

  Positive Behaviour for Learning (PBL) will become a major focus for this team.

2) LST process

- An executive member will facilitate this meeting and act as an executive officer. The facilitator's responsibilities will include collection of referrals, provision of copies of referrals to members prior to the meeting, management of Integration Support Programs, School Learning Support Officers (SLSOs) and Commonwealth grants.

  The facilitator will prioritise referrals to ensure that referrals are given appropriate levels of attention, particularly when large numbers of referrals are submitted.

- Staff wishing to make a referral to the Intensive Interventions LST will be required to follow the LST flowchart for individual student referral and complete a LST e-referral form. This will require the team leader endorsing the referral and submitting the referral as an email attachment to the LST executive.

  Staff/Stage teams are also able to nominate a group of students who may benefit from a particular targeted intervention. The LST referral flowchart still needs to be followed and the teacher must come to the Targeted Intervention LST with the relevant LST Assessment information for the group of students. This referral will be considered by the Targeted Intervention LST and a coordinated and collaborative plan will be developed in conjunction with the individual teacher or stage team.

- Both the Intensive and Universal/Targeted LSTs will maintain written meeting records that will be stored on STARS. These records clearly define the course of action for each item/student considered and responsibility will be assigned for action and individual student case management. Action will include responsibility to staff and parents as appropriate.

Three-Tiered Prevention Logic at Tuggerah Public School

Intensive Supports — 5%
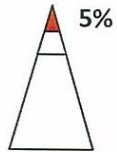
Between **1% and 5%** of students will need **intensive support** beyond that available through the targeted and universal levels (below). These are the relatively few students who experience the greatest difficulties learning or those that need extension. Often students with challenging learning support needs dictate that the best chance of quality learning time might be offered by instruction given away from the sometimes distracting (for them) regular classroom. The **focus for LST** and school efforts is on ensuring quality and validity of the teaching practices, as well as taking all possible measures to ensure best **alignment** between the classroom program and the teaching provided in the intensive support program, lest these students with greatest need are inadvertently required to master two separately provided sets of knowledge.

Targeted Supports — 15%
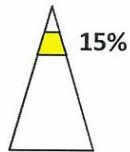
About **10 - 15%** of students will need **targeted support** beyond that feasibly provided in the regular curriculum through accommodative teaching. In primary schools these students might typically be in the low reading group or maths group. The **focus for LST** and school efforts is making the organisational and structural changes needed to ensure that those students have daily access to this level of support.

Schools often consider this level of action to be **important**, because it engages students with significant need and there is much potential for improving learning outcomes through both teacher capacity building and schools' structural adjustments.

Universal Supports — 80%
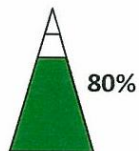
Around **80%** of all students can have their learning needs met through high-quality, accommodative teaching delivered through the regular classroom program by their classroom teacher. The **focus for LST** and school efforts at this level is on enabling and supporting all classroom teachers to deliver that kind of teaching across the KLAs.

Schools often consider this level of action as **strategic**, because it has the greatest potential for reducing learning support needs and urgency at higher levels yet, at the whole school level, requires the least effort to do something about it.

REFERRALS

- *Student Referral Flowchart*

- *Referral Forms*

- *Classroom Teacher Reflection Sheet*

Individual Student Learning Support Referral Flowchart

1) Pre-referral Process

- **Before making a student referral:**

  - ☐ discuss your concern with previous teacher, identify any teaching or learning accommodations/adjustments needed for the student to access the curriculum, and consider and/or implement effective strategies the previous teacher has used (use Classroom Teacher Reflection Sheet to assist).
  - ☐ check student record card/Sentral/EBS to ascertain if previous support has been provided, e.g., LST/RR and discuss previous support programs implemented with LST/RR/ESL (if applicable)
  - ☐ develop teaching strategies with your Team Leader (based on the LST Assessment Information) and/or raise concerns at Stage meeting during LST update.
  - ☐ speak to the student's parents about your concerns and indicate your intent to submit a referral to the LST.

2) Referral Process

- **When completing the LST referral:**

  - ☐ discuss the referral form with parents/caregivers and check if student has had a recent vision/hearing assessment or any specialist documentation, e.g., speech; Occupational Therapy; Paediatrician reports (ask the parent to provide copies of this documentation).
  - ☐ complete LST e-Referral form and submit to Team Leader via email attachment
  - ☐ team Leader to check all required information has been submitted and then forward email attachment to Assistant Principal (Student Welfare)

3) LST meeting

- **Student will be discussed at next LST meeting:**

  - ☐ bring all relevant documentation; i.e., referral form, completed assessments, any additional reports/information provided by the parent/carer.
  - ☐ contribute to the development of an LST action plan for the student which will be kept on Synergy

4) Notification process

- **After LST meeting:**

  - ☐ referring teacher to implement plan with support from Team Leader and specialist staff (where applicable)
  - ☐ other staff notified through appropriate communication method, e.g., LST update in stage meeting
  - ☐ parent/carer notified by letter/interview/phone.

CLASSROOM TEACHER REFLECTION SHEET

- Tick off points you already do and indicate ones you might like to try:

☐	Setting different outcomes for different students.
☐	Expecting differing amounts of work
☐	Asking kinds of questions for different students, e.g., more literal questions for students having difficulty.
☐	Setting open ended activities where all students can complete at own level.
☐	Providing additional modelling, rehearsal, practise and review time.
☐	Teaching in small steps – breaking skills into sub skills to be taught separately first
☐	Giving one instruction at a time e.g., having students repeat what he/she is required to do
☐	Providing more hands on concrete material
☐	Seating closer to teacher and the board
☐	Opportunities to share ideas with buddies and small groups
☐	Providing opportunities to practise to mastery level.
☐	Using non-clustered notes, mind maps, thinking tools
☐	Providing visual cues/prompts
☐	Giving questions before reading a passage instead of after
☐	Demonstrating using: Think Aloud and Self-Talk, e.g., listen to what I say as I work this out.
☐	Talking slowly
☐	Increasing 'wait time'
☐	Connecting experiences to real life
☐	Linking new learning to what is already known
☐	Highlighting relevant sections of texts
☐	Using aides, peer tutors and volunteers.
☐	Using very specific praise.
☐	Use PLAN, Sentral Data and Data Walls (if applicable) to ascertain level of academic development and work from here

Individual Student Learning Support E-Referral Form - Absences

Student Background – *please type student detail in the relevant sections below*

Student Name		Year/Class	
Date of birth		Language background	
Reading level		Continuum Level	
Referring teacher		Referral date	
Is this a first referral or re-referral?			

Presenting concern – *indicate 'yes' or 'no' to the following:*

Academic		Behaviour	
Welfare		Social/Emotional	
Physical		Health	

Briefly describe concerns:

Attendance – *indicate attendance pattern by writing "yes" or "no" to the following.*

Regular		Arrives late	
Whole day absences		Unexplained	
Partial			

Previous programs and assessment (if known) – *indicate "yes" or "no" and the date of program intervention:*

In-school programs

LST		Reading Recovery	
Funding Support		School Counsellor	
Other (please identify and describe)			

Regional support program

IST Vision		IST Hearing	

Outside specialist/agency support

Speech/Language		Occupational Therapy	
Other (please identify and describe)	Type here:		

What strategies have you already tried: i.e. Phone, Do Jo, School generated notes, Supervisor etc

Priority rating – *please indicate the level of urgency of this referral (1 being lease urgent and 5 being most urgent)*

1		2		3		4		5	

TUMBARUMBA PRIMARY SCHOOL

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Dear Parent/Caregiver,

Recently I contacted you to inform you that I have some concerns about your child's progress. To help us with developing a 'learning' profile for your child to provide to the school Learning Support Team, could you please provide us with some general information about your child (please complete details attached and return to the class teacher as soon as possible).

As an outcome of the Learning Support Team referral process you may be contacted via phone or letter or asked to come to a planning meeting to help coordinate the implementation of an effective learning program for your child.

If you have any concerns regarding this process please contact me to discuss.

Yours faithfully,

Classroom Teacher

Jennifer Harrison

Principal

Date:

Learning Support Team Referral Form

Child's Background Information

Child's Name:	Date of Birth:
Grade:	Class:
Language Background:	Teacher's Name:

Parent Information

Parent's Name:	Parent's Signature:
Date of referral completion:	

Concerns – *please indicate possible concerns for your child by writing "yes" or "no" next to the relevant concern*

Academic:		Behaviour:	
Welfare:		Social/Emotional:	
Physical		Health	

Briefly describe any concerns:

Child's strengths

Please describe your child's strengths in terms of academic and social areas:

Attendance – *please indicate your child's attendance pattern by writing "yes" or "no" next to the relevant description*

Regular:		Arrives late:	
Whole day absences:		Partial absences:	

- **Please note – could you please ask your child's parent to provide a copy of any relevant health or specialist agency/doctor's reports or information that may assist the Learning Support Team**

Eye test:		Hearing test:	
Speech Pathology:		Occupational therapy:	
Paediatrician assessment:		Other: (please identify and describe)	

Medical Health Problems: *Please describe any health problems your child may have as well as concerning results from health checks or specialist support personnel.*

Other school based support previously accessed for the child

Please describe any support that the child may have received in the past, e.g, help from the Learning Support Teacher, English as a Second Language (ESL) teachers or participation in the reading Recovery program in Year 1:

Positive strategies previously used

Please describe any strategies that you have used with the child

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Language, Emotional/Behavioural and Peer Development

Expressive Language (Speech) L M H	
Receptive Language (Listening) L M H	
Following Directions L M H	
Loses temper easily Overactive Can't accept consequences Lies to avoid Consequences	
Withdrawn Short attention Can't accept criticism Disruptive Destructive	
Often breaks promises Easily cries Dependent Lies to others Steals	
Lies to self-enhance	
Frequently sick Speaks loudly Nose running Obese Often tired Serious speech defect	
Tilts head Asks for things to be repeated Poor coordination Cranes towards board Headaches	
Appears to switch off Fine/Gross motor issues Eyes red and puffy Works close to book	

Teacher Learning and Support Referral Form

Student Background	Parent Details
Student name	Parents Name
School	Mobile
Date of birth	
Date of referral	

Reasons for referral/what concerns do you have?

Briefly describe concerns:

Developmental history (e.g., has the child ever been seriously ill or had an accident)

Briefly describe illness or accident:

Previous assessment (e.g., Doctor, Psychologist, Speech Therapist, Paediatrician)

Please describe any previous assessments and the outcomes of the assessment(s).

Is there anything else you would like the School counsellor to know?

What do you hope will happen as a result of the School Counsellor seeing this child?

Child's Strengths

Education			
Mathematics	L	M	H
Reading	L	M	H
Written Language	L	M	H

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PERMISSION FOR STUDENT TO BE ASSESSED BY SCHOOL COUNSELLOR

Dear _____

(Parent/Caregiver's name)

The school counsellor _____, visits our school regularly to provide advice and support to students, teachers and parents. Sometimes the school counsellor gives tests to students to help teachers plan better lessons for them.

I would like the school counsellor to see _____.

(student's name)

The school counsellor will contact you after seeing your child and will be pleased to talk to you about the results of any tests used and any concerns you may have.

If you have any questions, or if you wish to make an appointment to talk with the school counsellor before your child is seen, please don't hesitate to contact me.

Please sign the permission note below and return it to your child's classroom teacher. This process may take some time as we prioritise parent/carer applications.

Yours sincerely,

Jennifer Harrison
PRINCIPAL

- -

PERMISSION FOR STUDENT TO BE ASSESSED BY THE SCHOOL COUNSELLOR

(Please return me to the class teacher)

I give permission for my child _____, in class _____, to be assessed by the school counsellor.

Signature: _____   Date: _____

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PERMISSION FOR STUDENT TO BE SEEN BY STUDENT WELFARE OFFICER

Dear _____
(Parent/Caregiver's name)

The student welfare officer _____, visits our school and regularly works with and provides support to students.

I would like the student welfare officer to see _____.
(student's name)

Please sign the permission note below and return it to your child's classroom teacher. This process may take some time as we prioritise parent/carer applications.

Yours sincerely,

Jennifer Harrison
PRINCIPAL

PERMISSION FOR STUDENT TO BE SEEN BY THE STUDENT WELFARE OFFICER
(Please return me to the class teacher)

I give permission for my child _____, in class _____, to be seen by the student welfare officer.

Signature: _____   Date: _____

School Counsellor – Teacher Referral cover sheet

Teacher to complete and return to Team Leader, along with the completed LST student action plan developed as part of the Learning Support team meeting.

Student details

Student name		Year and class	
Date of birth		Male or female	
Home address			

Family Details

Father family name		Phone (day)	
Father given name		Phone (evening)	

Mother family name		Phone (day)	
Mother given name		Phone (evening)	

Student lives with	
Position in family	

Sibling name(s)		Sibling age(s)	

Complete the following (if relevant)

Country of birth	
Number of years residence in Australia	
Language(s) spoken at home	
Number of years of English	

School/Teacher Details

Referring teacher	
Referral date	
Is this a first referral or re-referral?	
Is the completed Parent counsellor referral	

Individual Student Learning Support Action Plan

Student Name _____ Class/Grade: _____ Date of Birth: _____ ESL/Language: _____

Parents contacted: _____ Parent Signature: _____

Reading level: _____ Continuum: _____ Referring Teacher: _____ Referral Date: _____

Health problems: _____ Health reports: _____

Presenting concerns:

STUDENT'S STRENGTHS (CRT/Parent)	STRATEGIES USED IN CLASSROOM (CRT/Team Leader)	ACTION DESIRED (CRT/Team Leader)	OUTCOME (LST)	TIMEFRAME (LST)

LST ASSESSMENT PACKAGE

Curriculum

Reading
- Concepts of Print
- K-2 Screening Test for Reading Failure
- BURT Word Test
- Neal Educheck

Writing
- Writing Assessment Rubric

Spelling
- Dalwood

Talking and Listening
- Kindergarten Speech and Language Checklist
- Language Assessment (Attachment 8 modified)

Mathematics
- SENA1
- SENA2
- Counting On

Behaviour
- Checklist