



HUNTERS HILL PUBLIC SCHOOL

Learning Support Guidelines

Statement

At Hunters Hill Public School, the Learning Support Team (LST) assists teachers with planning class programs that meet the specific learning needs of all students. This includes children who experience difficulties learning, those with behavioural difficulties, disabilities, or identified as being gifted and/or talented. The Learning Support Team co-ordinates the development, implementation, monitoring and evaluation of learning support plans. The class teacher has responsibility for meeting the needs of all students in their class.

Hunters Hill Public School is committed to offering an inclusive curriculum to ensure the best possible progress for all students.

Aims

1. To enhance the educational opportunities of all students, specifically ensuring successful inclusion of students with individual/special needs.
2. To ensure students with special needs are identified, and that a learning support plan is developed, implemented, monitored and evaluated; ensuring their needs are met.
3. To offer a continuum of specialist support which is flexible and tailored to meet individual learning needs.
4. To offer and access, external support for students (when required), to adequately cater for their individual needs.
5. To assist classroom teachers with development, implementation, monitoring and evaluation of individual education programs for students with special needs.
6. To ensure all students identified with individual needs are assisted, and their individual education plan is monitored, and evaluated, throughout their school life.
7. To monitor the efficiency of support services being accessed by students with funding, such as, Teacher Aide Timetable, Short Term Emergency Support Funding (SES) and Flexible Funding, and so on, to ensure they remain effective in supporting the student.

The Role of the Learning Support Team

- Meet each Thursday in the Principal's office.
- Ensure minutes for all LST meetings are taken and filed in the LST folder.
- Keep and maintain records on individual students discussed at each LST meeting.
- Ensure ongoing feedback is provided to classroom teachers.
- Develop and maintain procedures for referral and assessment.
- Co-ordinate the development, implementation, monitoring and evaluation of support plans for referred students.
- Ensure ongoing and effective communication with families of referred students.
- Access support services, including external agencies, to support student needs.
- Ensure all students identified with an intellectual disability, and students identified as requiring learning assistance have Individual Education Programs (IEP).
- Assist teachers with writing, implementing, monitoring and evaluating IEP's, Individual Behavioural Plans (IBP) & Individual Transition programs (ITP).
- Ensure parents contribute to the development of their child's IEP, IBP or ITP.
- Assist teachers with differentiation for students with special needs in the mainstream setting.
- Ensure all students requiring transition assistance have an Individual Transition Plan (ITP) for their transition i.e. preschool to primary school or year 6 to year 7 and so on.
- Make decisions regarding how to best to manage a referred student's needs, considering all available information and data.
- Where possible, work closely with all agencies supporting a student when making ongoing decisions about a referred student.
- Monitor and evaluate the Teacher's Aide Timetable in consultation with classroom teachers.
- Review Individualised Education Plan (IEP) at least once a year.
- Establish or adopt programs that cater for the needs of students with special needs

Accessing the Learning Support Team

1. Teachers can access the Learning Support Team by:

- Completing a LST Referral Form located in the LST folder. They then return it to the folder in the completed referrals section.
- This folder is located in the staffroom in the Learning Support pigeon hole.

2. Parents can access the Learning Support Team by:

- Expressing their concerns with their child's teacher

When to refer a Student to the Learning Support Team

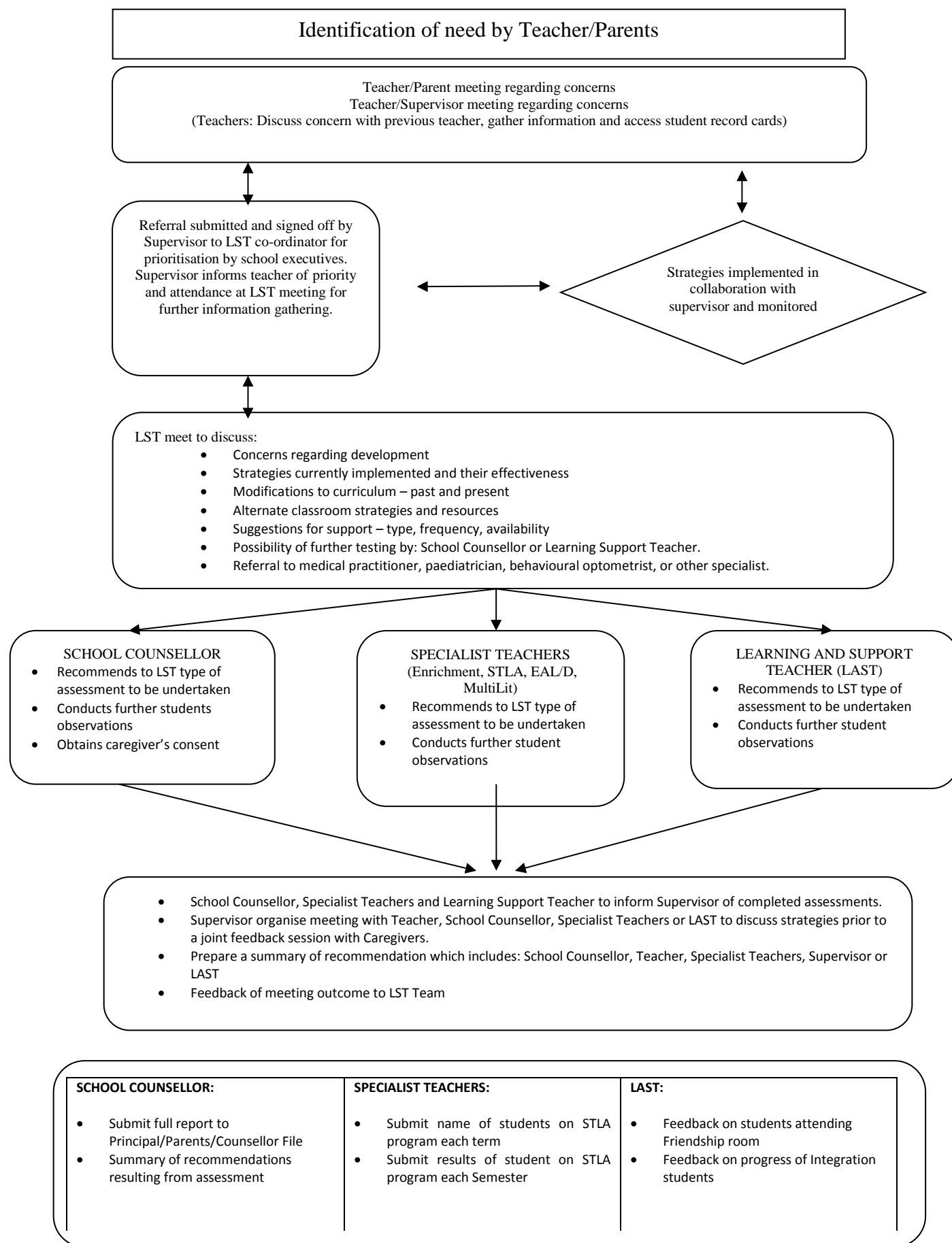
- As a classroom teacher, if you are concerned about a student's progress (academically, socially, behaviourally or emotionally).
- As the classroom teacher, you have identified a student as having special abilities (gifted and talented).
- Classroom teachers can access the Learning Support Team File to establish whether their student does/does not have a file already established by the LST Coordinator. These files are kept in the Principal's office. Files cannot be removed from the office, except for the purpose of photocopying relevant sections.
- Many concerns may be addressed following review of files, or discussions with the counsellor, STLA or student's previous teacher. If re-referral is necessary, then proceed using the same procedure as for a new referral.

Referral Procedures

1. The classroom teacher should have implemented various support/intervention programs for the student, closely monitored progress, and informed the supervising AP of their concerns.
2. The classroom teacher should have discussed concerns with the student's parents, and informed them their child is being supported. Where possible, suggested strategies will be provided to support the student.
3. Classroom teacher has implemented support program interventions, however the student remains a concern.
4. Classroom teacher completes the **blue** Referral form that is kept in the white LST folder. Completed forms should be returned to the LST Coordinator via the LST folder in the "LST Completed Referrals" tray. **A copy should be kept by the class teacher.**

5. The LST will discuss the referral at the next meeting. Teachers will be asked to join a meeting if further discussion or information is needed.
6. The teacher referring the student will receive a feedback sheet from the LST (blue paper is used for all LST correspondence). It will state who has responsibility for different aspects of the plan and the time frame.
7. The student, upon referral, will have a file established to ensure progress and support is being monitored adequately.

Hunters Hill Public School Student Wellbeing Flowchart



Definitions

- The term **disability** includes children with an intellectual disability, physical disability, vision impairment, hearing impairment, language disorder, mental health conditions or autism. <http://www.schools.nsw.edu.au/studentsupport/programs/disability.php>
- **Gifted students** are those whose potential is distinctly above average in one or more of the following domains: intellectual, creative, social and physical.
New South Wales Policy and implementation strategies for gifted and talented students (revised 2004) from Gagné (2003)
- **Talented students** are those whose skills are distinctly above average in one or more areas of human performance.
New South Wales Policy and implementation strategies for gifted and talented students (revised 2004) from Gagné (2003)
- **Short Term Emergency Support Funding (SES)** funding and is usually a one off amount that schools can access through the behaviour team. This funding can be used to fund teacher days or teacher aide days.
- **(IEP)** Individual Education Programs
- **(IBP)** Individual Behavioural Plans
- **(ITP)** Individual Transition programs.