

Clovelly Public School

# Learning and Support

## Statement of Procedures



# Contents

## 1. CPS Learning Support Objectives Statement

- 1.1 Objectives
- 1.2 Audience and Applicability
- 1.3 Context
- 1.4 Reasonable Adaptions

## 2. Individualised learning

- 2.1 Supporting Students with Additional Learning Needs
- 2.2 Individual Learning Plans (ILP)
- 2.3 Personalised Learning Plans (PLP)
- 2.4 Positive Behaviour for Learning (PB4L)

## 3. The Learning Support Team

- 3.1 The Function of the Learning Support Team
- 3.2 Additional Advice and Support
- 3.3 Roles and Responsibilities of Team Members
- 3.4 Learning Support Team Referral Process
- 3.5 Learning and Support Team Monitoring and Review Process

## 4. Appendices

- 4.1 CPS Procedural Flowchart 2019
- 4.2 CPS Referral Form 2019
- 4.3 Resources Within and Beyond School

## Introduction

The Department of Education and Training recognises that effective schools have high expectations for all learners, and that all students have the potential to learn. Better outcomes are achieved when the key people within a student's life are included and engaged with planning, supporting and implementing the educational program.

This Learning and Support Framework is designed to outline how Clovelly Public School supports students with disabilities and additional learning needs, and to detail the operational process to support them in meeting their obligations under the *Assisting Students with Learning Difficulties DOE Policy 2007*, *Commonwealth Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* and *Every Student, Every School – Learning and Support DEC 2012*

Under section 32 of the *Disability Discrimination Act 1992*, education providers must comply with the Disability Standards for Education 2005. The Standards cover enrolment, participation, curriculum development, student support services and the elimination of harassment and victimisation.

### 1.1 Objectives

- At Clovelly Public School, students have the right to receive appropriate and relevant curriculum as per mandatory Department of Education syllabuses and NESA guidelines.
- Resources are used in manner that enables the school to identify and meet all additional learning and support needs of the students at Clovelly Public School.
- All Clovelly Public School staff will treat students with disabilities on the same basis as those without disability.
- The Clovelly 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.
- The Clovelly 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.

### 1.2 Audience and Applicability

- This statement applies to all Clovelly Public School teaching and support staff. It also applies to students who attend Clovelly Public School, their parents and carers.

### 1.3 Context

This policy reflects the commitments made by the NSW DOE with relation to:

- DOE Action Plan 2011-2015.
- Disability Standards for Education (2005)
- Disability Discrimination Act (DDA) 1992
- Assisting Students with Learning Difficulties 2007
- Curriculum planning and Programming, Assessing and Reporting to parents K-12 policy

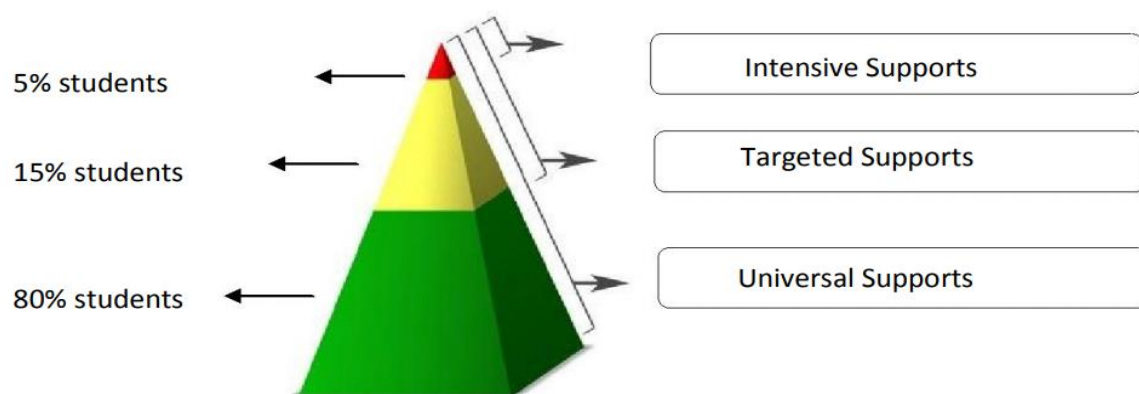
### 1.4 Reasonable Adaptions

- Some students require reasonable accommodations and adjustments to curriculums, especially those students with a disability.
- Students at Clovelly Public School have differing needs, abilities and interests. Learning happens when teaching responds to these individual qualities. As there is no single method of teaching that supports the learning of all students, teachers make adjustments to enable every student to participate in learning.
- Under the *Disability Standards for Education 2005*, students with disability are entitled to reasonable adjustments to enable them to participate in education on the same basis as other students.

- Adjustments enable students their parents or other associates to access education in a comparable way to other students by:
  - Participating in the relevant learning activities, courses and educational programs
  - In class adjustment including differentiated lessons, support personnel, physical resources, personal programs, school based programs and/or adaptations to class routines.
  - Accessing the Learning and Support Team

## 2.1 Supporting Students with Additional Learning Needs

- Our Learning and Support Team aims to target support for all students. This model of support is sectioned into three tiers. This is universal support, targeted support and intensive support.



- **Universal Supports (80% of students):** Evidenced based instructional strategies are implemented by the classroom teacher. Programs are differentiated for all students. Students' progress is monitored using formative and summative assessments and results guide instruction.
- **Targeted Supports (15% of students):** Personalised adaptations made in classroom. Referral and monitoring by Learning Support Team. Further interventions and assessments put into place. Students may require an Individual Learning Plan.
- **Intensive Supports (5% of Students):** Targeted interventions and supports in place by Classroom teacher, Learning Support Team and parents. All students have an Individualised Learning Plan. Student is monitored closely.

## 2.2 Individual Learning Plans (ILPs)

- Teachers develop ILPs for students who require significant adaptations to the regular classroom activities and/or have a disability.
- The ILPs consider key short-term SMART goals that reflect learning outcomes in social, academic and life skills development
- ILPs reviewed at least every six months at minimum, or as regularly as needed.
- ILPs goals are collaborated with the parents, class teacher and any appropriate external agencies (eg: Speech Therapist).

## 2.3 Personalised Learning Pathways (PLPs)

- All students that identify as Aboriginal have a PLP, unless explicitly stated by the parents that is not wanted.
- The PLPs consider key short-term SMART goals that reflect learning outcomes in social, academic and life skills development.
- Ensure that the goals are measurable, achievable, supported, time - framed and aim to retain the student at school.
- PLPs reviewed at least every six months at minimum, or as regularly as needed.
- PLPs goals are collaborated with the parents, class teacher and any appropriate external agencies (eg: Speech Therapist).

## 2.4 Positive Behaviour for Learning (PB4L)

- Clovelly Public School implements the Positive Behaviour for Learning (PB4L) program to actively promote positive behaviour across the whole school.

- Students develop a clear understanding of required expectations, become responsible for their own behaviour and work together to create a positive, productive and harmonious learning community.
- Students are explicitly taught desired behaviours each week, and rewarded with Star of the week awards when they display such behaviours. All non-desirable behaviours are followed through with a consistent, reflective approach.
- Students who require additional support for the behaviour are monitored by the Learning and Support Team and may require a Behaviour Management Plan and Risk Assessment.

### 3.1 The Function of the Learning and Support Team

- The Learning Support Team is a planning and support mechanism whose prime function is to facilitate and coordinate a whole school approach to meeting the specific needs of all students.
- The Learning Support Team fulfils this function through the key areas of:
  - Teaching and Learning
  - Curriculum
  - School Organisation
  - Student Support and Development
  - Training and Development
  - Community Participation
- The Learning Support Team considers implications for school wide planning, the coordination of resources, collaborative approaches to developing programs and support mechanisms for students and the development of strategies for planning, implementation, monitoring and evaluation of quality educational programs.
- The Learning Support Team coordinates planning for students through the implementation of a support cycle that includes identification, appraisal of achievements, goals and needs, access to appropriate services, planning, implementation, evaluation and reappraisal of progress.
- The Learning Support Team fulfils this function through specific focus in the areas of:
  - Literacy
  - Numeracy
  - Behavioural and/or emotional needs
  - Student Wellbeing
  - Gifted and Talented Education
  - Gender Equity
  - Aboriginal Education
  - English as an additional language or dialect (EAL/D)

### 3.2 Additional Advice and Support

- The Learning Support Team as required will request advice and support from other personnel, including a range of internal and external supports. *See Appendix B: Resources within and beyond school*
  - Parents and Carers
  - Disability Program Consultant
  - Student Welfare Consultant
  - District Guidance Officer
  - Itinerant Support Teacher [Hearing / Vision / Behaviour / Integration / Transition / Early Intervention
  - Class Teachers
  - Health Professionals
  - Community Workers
  - Government Agencies or Departments

### 3.3 The Roles and Responsibilities of Learning and Support Team Members

- The Learning Support team at Clovelly Public School consists of:
  - Principal: The principal will monitor the activities of the Learning and Support Team and oversee its functioning within the Department of Education and Communities' policies and guidelines.
  - Deputy Principal / LST Coordinator: The Deputy Principal is the coordinator of the Learning and Support Team. The coordinator is responsible for ensuring that the team meet regularly and address the learning needs of all students across the school. The LST coordinator will:

- Monitor the activities of the Learning Support Team and ensure it functions within Department policies and guidelines
  - Complete Access Requests to apply for School Based Departmental Support and placement in special classes and/or programs
  - Accept referrals to the L&ST
  - Prepare and communicate to staff meeting agendas
  - Chair L&ST meetings (or organise roster)
- Executive team member: The executive co-ordinator is responsible for ensuring that support is reflected across the school. They track and monitor student progress drive programs that reflect trends in the data. The executive team member will:
- Attend all Learning Support Meetings
  - Drive whole school Learning, Support and Wellbeing Programs
  - Coordinate the Transitions to, from and within school
  - Communicate with executive regarding L&ST matters
  - Keep L&ST records.
- School Counsellor: School counsellors are qualified teachers who have a degree in psychology and post graduate qualifications in school counselling. The School Counsellor will:
- Attend all Learning Support Meetings
  - Communicate relevant information to the Learning Support Team Coordinator and Principal
  - Communicate with parents about the needs of their child.
  - Assess referred students when necessary.
  - Ensure written parental approval is received prior to contact with students
  - Liaise with personnel from services both within and outside the NSW Department of Education
  - Communicate relevant information where appropriate to classroom teachers and stage teams
  - Assist with appropriate placement of students
  - Communicate with NSW Department of Education schools when students transfer including Transition to High School.
- Learning and Support Teacher/s (LaST): Learning and support teachers use a collaborative and consultative approach so that students themselves and their parents or carers are actively involved in decision-making. The LaST provides direct and timely specialist assistance to students in regular classes with disability, and additional learning and support needs, and their teachers. The LaST will:
- Attend all Learning Support Meetings
  - Work with individual and/or small groups of students
  - Adapt their program and timetable to suit the changing needs of the student body
  - Implement evidence-based programs to assist students
- The K-2 and 3-6 Teacher representatives  
The teacher representatives ensure that the LaST priorities and procedures are followed across the school. The teacher representatives:
- Attend all Learning Support Meetings
  - Provide assistance with identification of students and liaise with the Learning Support Team
  - Support teachers in their team to complete Learning Support Team referrals.
  - Support teachers in their team in communication with parents
  - Support teachers in their team with the implementation of any Learning Support Team recommendations
  - List the Learning Support Team as an agenda item at their Stage Team meetings.
- Classroom Teacher: The Classroom Teacher has the prime responsibility for the education and wellbeing of all students in their class group. The Classroom teacher is responsible for the assessment, programming, evaluation and reporting of student learning. Where a student requires



additional support, they implement the procedural flowchart to determine action. Classroom teachers will be invited to learning and support meetings as required. The classroom teachers will:

- Identify and assess any student/s with additional needs
  - Liaise with parents
  - Develop, implement and assess adjustments and/or targeted program to address student needs
  - Liaise with colleagues and supervisor
  - Develop, implement and assess further strategies to address student needs
  - Prepare referral to L&ST with supervisor
  - Attend L&ST meetings as required
  - Where applicable, train SLSO in delivery of support program, regularly monitor program and liaise with SLSO to ensure best practice delivery, formally evaluate program.
- Executive/Supervisors
- Attend L&ST meetings as required
  - Supervise support staff
  - Co-ordinate the allocation of LaST support (as determined by L&ST)
  - Co-ordinate the allocation of SLSO support (as determined by L&ST)
  - Assist CT to develop targeted programs to address student needs as required
  - Assist CT to prepare referral to L&ST as required
  - Provide opportunities for professional learning for staff as required
  - Assist with feedback to parents as required.
- The School Learning Support Officer [SLSO]: School Learning Support Officers work under the direction and supervision of the classroom teacher. They provide assistance to students with disability and additional learning and support needs enrolled in special schools, specialist support classes in regular schools and regular classes. They can provide assistance with:
- Communicate with class teachers to identify focus of support
  - Assist students in the development of literacy and numeracy skills
  - Provide opportunities for students to develop personal, social and coordination skills
  - Assist in the monitoring of student behaviour
  - Communicate with the Learning Support Team Coordinator in relation to changes of timetabling and role expectations
  - Attend Learning Support Meetings as required.

### 3.4 Learning Support Team Referral Process

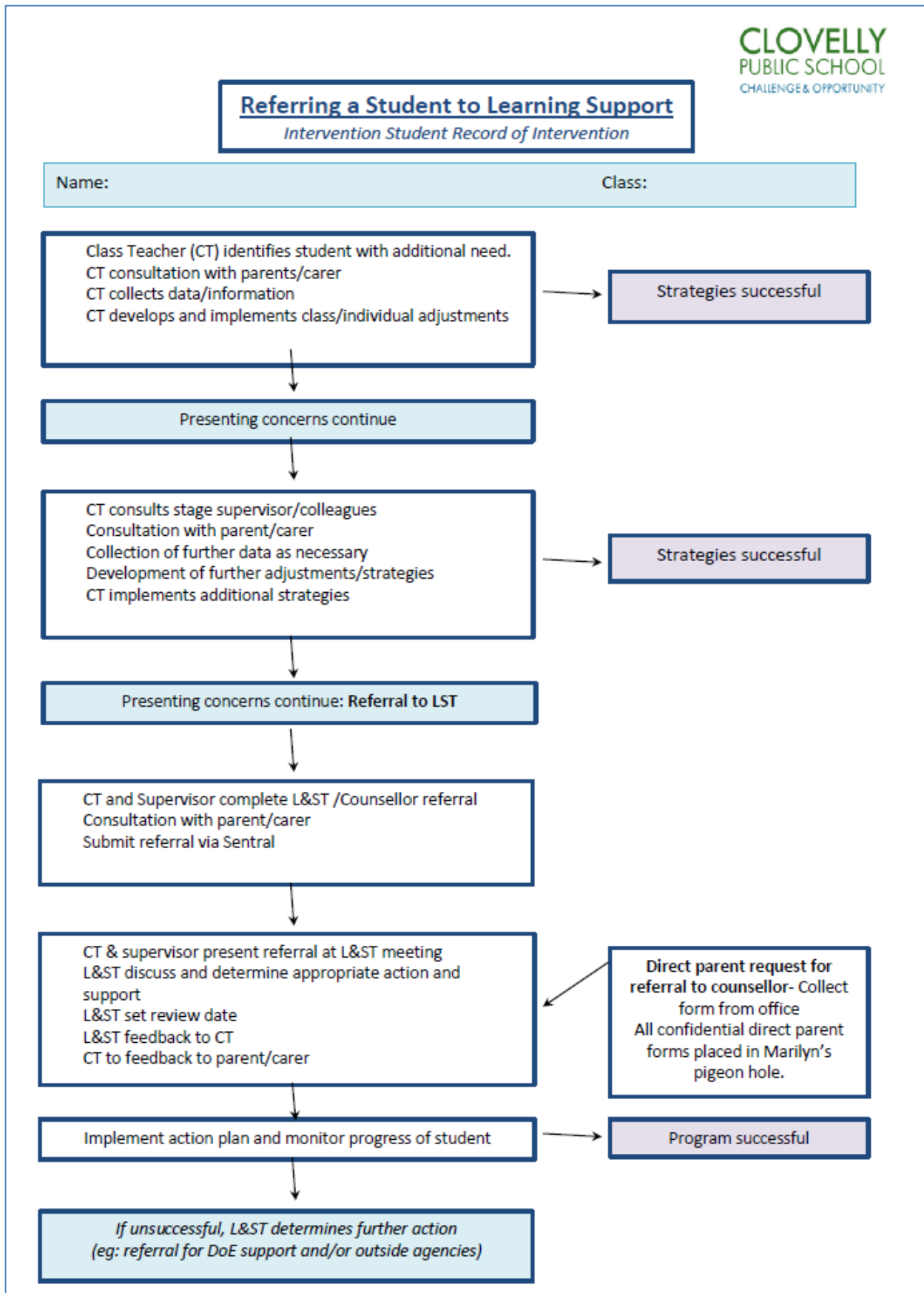
- The classroom teacher has access a number of resources to support students, including the LST. These resources range from the least intensive support (adaptation to the class program – universal supports) to the most intensive support (support from outside agencies may be included).
- Where instructional adaptations have been exhausted and the student still requires additional support, classroom teachers implement the *CPS Procedural Flowchart (2019)* to determine action and refer to Learning Support Team. [See Appendix A: CPS Procedural Flowchart 2019](#)
- The referral process for the School Learning Support Team will be explained to all members of staff at a staff meeting at the beginning of each year and at all new teacher inductions.
- Teachers will apply for the referral on Sentral.

### 3.5 Learning Support Team Monitoring and Review Process

- The LST meets on a weekly basis to discuss referrals and monitor students.
- The coordinator prioritises referrals in accordance to need and referral date.
- The Learning Support Team Process is as follows:
  1. Learning Support Meeting is arranged
  2. Recommendations are acted on
  3. Student automatically scheduled for a 'Tracking Meeting' each term. The class teacher can nominate to defer this meeting if they believe all learning targets are on track.
  4. All students with diagnosed disabilities are referred and discussed at Learning Support team meeting/s at least once each year.
- 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).

## 4.1 Appendix A

CPS Procedural Flowchart 2019



## 4.2 Appendix C

Resources Within School	
<ul style="list-style-type: none"> <li>• Class Teacher</li> <li>• School Counsellor</li> <li>• Learning and Support Team (L&amp;ST)</li> <li>• Learning and Support Teacher (L&amp;ST)</li> <li>• Aboriginal Education Resource Teacher (AERT)</li> <li>• Principal and Executive (DP, AP, HT, Year Advisers)</li> <li>• Stage Supervisors</li> <li>• Team Leaders</li> <li>• School Policies and Planning (Welfare, Discipline, Crisis, Evacuation, etc.)</li> <li>• Universal behaviour system/rules</li> <li>• Colleague expertise (communal knowledge)</li> <li>• ESL staff</li> <li>• Technology teacher</li> <li>• School Learning Support Officer (SLSO)</li> <li>• Aboriginal Education Officer (AEO)</li> <li>• Individual Programs                             <ul style="list-style-type: none"> <li>○ ILP's and PLP's</li> <li>○ Healthcare</li> <li>○ Behaviour Management</li> <li>○ Risk Assessment</li> </ul> </li> <li>• Standardised assessments</li> <li>• Naplan/Best Start data</li> <li>• Direct student observations</li> <li>• Computers, laptops, iPads</li> <li>• Internet</li> <li>• Sentral, Risc, Momentum, etc. programs</li> <li>• Staff Share units of work</li> <li>• Skill streaming</li> <li>• Community Languages</li> <li>• Boardmaker</li> <li>• Multilit</li> <li>• Minilit</li> <li>• Synthetic Phonics</li> <li>• Differentiated Learning activities/resources</li> <li>• Reading groups</li> <li>• Reading eggs</li> <li>• SRA Program</li> <li>• Intensive Reading Program</li> <li>• Macquarie Reading Program</li> <li>• Fitzroy/PM readers</li> <li>• Reading Recovery</li> <li>• Levelled reading resources</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Grammar Program</li> <li>• Maths groups</li> <li>• Count Me In, Too</li> <li>• Counting On</li> <li>• Gifted and Talented Program</li> <li>• Peer tutoring</li> <li>• Parent interviews</li> <li>• Parent volunteers</li> <li>• School Chaplain</li> <li>• Restorative Practices</li> <li>• Circle Time</li> <li>• Mind Up Program</li> <li>• Values Education Program</li> <li>• Reflection Room/Quiet Room</li> <li>• Sensory Room</li> <li>• Positive Behaviour for Learning (PBL)</li> <li>• Positive Partnerships</li> <li>• Bounce Back</li> <li>• Boy's Education Program</li> <li>• Girl's Education Program</li> <li>• Behaviour Programs</li> <li>• Traffic Lights</li> <li>• Stop, Think, Do</li> <li>• Class Dojo</li> <li>• Anti-bullying Program</li> <li>• Child Protection Program</li> <li>• Drug Education Program</li> <li>• Conflict Resolution Program</li> <li>• Social Skills groups/programs</li> <li>• Playground program</li> <li>• Peer support</li> <li>• Buddy system</li> <li>• SRC</li> <li>• Debating</li> <li>• Band</li> <li>• Chess Club</li> <li>• Dance Program</li> <li>• Music Program</li> <li>• Excursions, performances, shows</li> <li>• Peer mediation</li> <li>• PSSA Sports</li> <li>• Swim school</li> <li>• Sports equipment</li> </ul>

## Resources Beyond School

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Public Schools NSW (Educational Services)             <ul style="list-style-type: none"> <li>○ Learning and Engagement Advisors</li> <li>○ Learning and Engagement Officers</li> <li>○ Curriculum Advisors</li> <li>○ Teacher Quality Advisors</li> <li>○ Vision/Hearing Support</li> <li>○ Home School Liaison Officer (HSLO)</li> <li>○ Out of Home Care Co-ordinator (OHCC)</li> <li>○ Itinerant Support Teacher, Early Childhood</li> <li>○ Aboriginal Education &amp; Engagement Advisor</li> <li>○ Aboriginal Education &amp; Engagement Officer</li> <li>○ Aboriginal Community Liaison Officer (ACLO)</li> <li>○ Aboriginal School Liaison Officer (ASLO)</li> <li>○ Integration Funding</li> <li>○ Learning and Support Team</li> <li>○ Support classes</li> <li>○ Schools for Specific Purposes (SSPs)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Parents</li> <li>● Nonviolent Crisis Intervention (NCI)</li> <li>● Online Learning</li> <li>● Positive Partnerships</li> <li>● Positive Behaviour for Learning (PBL)</li> <li>● Stewart House</li> <li>● Exodus Program</li> <li>● Art Express</li> <li>● PCYC</li> <li>● Learning Links</li> <li>● Links to Learning</li> <li>● Alternative programs</li> <li>● Youth Services</li> <li>● Mentoring</li> <li>● After School Services</li> <li>● Professional Learning</li> <li>● GP</li> <li>● Hearing/Vision assessment</li> <li>● Paediatrician</li> <li>● Aspect</li> <li>● Area Health</li> <li>● Family and Community Services</li> <li>● Speech Therapy</li> <li>● Occupational Therapy</li> <li>● Community Agencies</li> <li>● Private counselling</li> <li>● Mind Matters</li> <li>● Beyond Blue</li> <li>● CAMHS</li> <li>● School-Link</li> </ul> |
|--|--|