



Mount Warrigal Public School

Learning Support Team Procedure

BRIEF DESCRIPTION

The School Learning and Support Team is a whole school planning and support mechanism which is responsible for coordinating and planning internal and external support for students with additional learning needs including behaviour, attendance, disability and wellbeing. School planning and strategic directions indicate focus areas for support and improvement.

LINKS TO DEPARTMENT POLICIES

<https://education.nsw.gov.au/policy-library/policies/assisting-students-with-learning-difficulties>

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement>

STATEMENT OF PURPOSE

The implementation of a Learning Support Team enables collaborative learning support for students, staff and families. It ensures access to the curriculum for each child and supports them to reach their individual learning goals. Supports provided cater for the whole child to assist with meeting academic, behaviour, attendance and wellbeing needs through individualised planning. The Learning Support Team is a platform that works with counsellors, services and agencies to continually develop the knowledge and understanding of staff, building their capacity to provide adequate support by developing a repertoire of effective teaching strategies and skills to further support the students and their families in the learning process.

IMPLEMENTATION

Teacher Responsibilities:

- Identify students requiring learning support and gather initial evidence and data.
- Connecting with families to share information between home and school.
- Differentiate, adjust and begin class based documentation.
- Informally discuss the student's needs and adjustments with the supervisor.
- Evaluate adjustments.
- Informally notify families/carers of the learning supports implemented and their outcomes.
- Evaluate their effectiveness of strategies implemented and modify if needed.
- Engage in evidence based evaluation. (Documentation: e.g. Diary, Daybook, ILP, EBS)

Stage Supervisor Responsibilities (if further support is required):

- Engage in a formal, collegial consultation at a stage meeting. The meeting agenda is recorded.
 - Share evidence and samples. Analyse and discuss.
 - Complete *Teacher Adjustments of Ability Checklist* (if not already completed).
 - Collaboratively develop strategies and priorities through consultation with staff.
 - Set specific goals and interventions to address the need.
 - Update school based documentation.



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Stage Supervisor Responsibilities continued:

Monitor goals, interventions and required supports. This may include:

- Professional learning requirements.
- Observation to evaluate strategies and outcomes.
- Record case notes of intervention, justified by evidence.
- Update school based documentation.

Referral to LST if strategies and interventions are unsuccessful – School based *Referral*

https://drive.google.com/drive/u/0/folders/1uNDDQKTh9CBEo6oC6v6mySFKOAbos_GV

Learning Support Team Responsibilities:

(An agenda is set and referred cases with complete documentation are discussed first.)

- Consider the referral made by the executive and teacher. Data, evidence, anecdotal/observational records are presented to the team.
- Consider documented evidence. Options considered are:
 - Appropriateness of current supports and evidence.
 - Provide additional internal resources to support current or additional supports e.g. LaST support, development of plan/s in collaboration with class teacher and consultation with parent/carer (ILP, BMP), SLSO support, structured play program, staff training etc.
 - Referral to alternative external resources for review/assessment (e.g. counsellor, APLaS, medical).
- Nominate the date for review of case progress.
- Nominate a staff member to undertake parent feedback where necessary (e.g. case conference) of actions and support plans.

External Agency Support:

- Consider the information from the LST referral to provide specialised recommendations to families.
- Within the school, only the LST may refer carers to external clinicians and supports and external services. (e.g. paediatricians, behavioural specialists, psychologists, occupational therapist etc).
- Communicate and provide feedback on how to best support, plan and appropriately cater for students. Work collaboratively with the school to provide support interventions.

Parent and Carer Responsibilities:

- Share relevant information and documentation where applicable.
- Communicate concerns with their child's classroom teacher.
- Communicate upcoming and ongoing agency support, appointments, etc.
- Participate in individual reviews, learning conversations and/or case conferences.
- Collaborate with and support programs instigated by the school.
- Seek school support services for children and the family.
- Provide feedback to improve programs and apply modifications.

EVALUATION

These procedures will be regularly evaluated and updated throughout the school year. A review of the procedures will be held by the conclusion of each year and any alterations noted.