



Elanora Heights Public School

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Elanora Heights Public School

Learning and Support Policy

Parent Version

February 2021

Rationale:

Every school has obligations towards students with a disability that are framed by law at an International (UN Convention on the Rights of Persons with Disabilities 2006) Commonwealth (Disability Discrimination Act 1992; Disability Standards for Education 2005) and State (Education Act 1990; Anti-Discrimination Act 1977; Workplace Health and Safety 2011; Disability Services Act 1993) level.

Up to 20% of students could qualify as meeting personalized learning adjustments under national disability discrimination legislation (ABS 2010).

Schools are required to treat students with a disability on the same basis as students without a disability. This includes providing reasonable adjustments to the student's learning program and / or their learning environment to enable their access and participation on the same basis as other students.

Students with a disability and their parents must be consulted on the personal adjustments that will be provided.

The Commonwealth Disability Standards for Education Cover:

- enrolment rights; parental choice
- access and participation in all education activities without discrimination
- curriculum development, accreditation and delivery
- the provision of student support services
- obligations to put in place strategies and programs to prevent harassment and victimisation, or bullying, of students with a disability

Teachers address the learning needs of all students across the school to ensure that students are supported and have access to rigorous, meaningful and dignified learning experiences. The learning and support team works in partnership with teachers to maximise the learning outcomes for all students.

The learning support team addresses the learning needs of all students including those with disabilities and students identified as High Potential and Gifted (HPGE).

The learning support team works to ensure that available school resources are drawn upon and enhances the capacity of all teachers to meet the learning needs of each student.

The learning support team works with students, parents, teachers and key personnel to consider the type and level of adjustments and management strategies that students require to address their learning needs.

The learning support team may also make recommendations and referrals at a regional level.

This policy has a strong student wellbeing focus.

Role of the Learning and Support Team:

The EHPS Learning and Support Team includes our School Principal, Deputy Principal, School Psychologist, Learning and Support Teacher (LaST), School Learning and Support Officers (SLSOs) along



with individual classroom teachers. The school supports a strong student referral process which is built around effective teacher/parent communication and high quality classroom practice and observations (refer to Referral Process Flow Chart).

The EHPS Learning and Support team work collaboratively across the school to support students' learning, behavioural and social/emotional wellbeing. Our School Psychologist is here 2 days a week to provide learning, behavioural and social/emotional support and guidance for our staff and students across the K-6 school setting. All referrals to the school psychologist are assessed and prioritised by the Learning and Support Team on a regular basis.

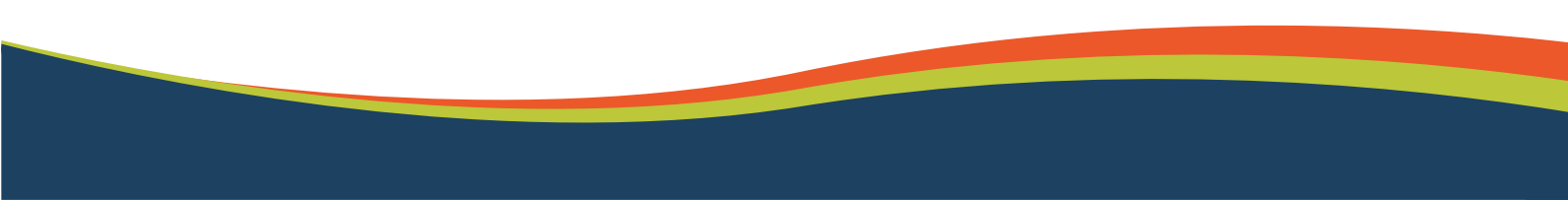
Due to the limited availability of our School Psychologist, ongoing counselling support for mental health and wellbeing is best organised by contacting your GP who can assist in establishing a health plan to arrange ongoing consultation with an external provider through Medicare.

Cognitive assessments can also be conducted by the School Psychologist when a need has been established through the learning support referral process.

The role of the Learning and Support Team is based on the NSW Public School's framework for learning and support in every school and is responsible for:

- **Teacher Quality:** Sustaining high quality professional learning and support for teachers and their school community to understand and address the diverse learning needs of students.
- **Teaching and Learning:** Having high expectations for every student and providing adjustments to support the individual's learning needs.
- **Curriculum:** Working towards high quality outcomes through rigorous, meaningful and dignified learning experiences for every student.
- **Collaboration:** Personalised learning and support plans developed and implemented in full with the student and / or their parent (including open communication and collaboration with parents as part of the referral and curriculum adjustment processes).
- **Accountability:** Meeting our obligations under the Disability Standards for Education.
- **'Early Identification':** of students to allow for adjustments to improve the quality of students' learning experiences.
- **Referral Procedures:** that recognise student ability or limitation and enable teachers to respond to each student's learning and support needs (including open communication and collaboration with parents as part of the referral process).
- **Support:** of students as outlined in personal learning and support plans via RSSSP Applications, Access Request Applications and Applications to Specialist Programs via links with Regional Personnel (including regular review meetings)
- **Facilitation and Coordination of support personnel:** within the school such as the school psychologist, LaST and SLSO staff
- **Support Services for students:** that are ongoing, such as progressive supportive monitoring.
- **Resource Selection and evaluation:** to support students and teachers.

EHPS Learning and Support Programs:



Learning and Support at Elanora Heights Public School is built on the cumulative work of teachers and parents. Since 2016, EHPS has utilised a Response-to-Intervention model, developing a range of approaches to meet student needs. While each year's learning support does vary in response to student need, examples of programs include:

- K-2 Reading Program
- K-2 Phonics Support
- 3-6 Reading Support
- 3-6 Writing & Spelling Support
- 1-6 Maths Support
- K-6 Collaborative, classroom learning and behaviour support.

The Learning Support Program has proven to be a robust and responsive part of the EHPS community. We aim to maintain most of the above services, and fine-tune certain elements, in response to current needs.

Learning and Support Team Members:



School Principal will monitor the activities of the Learning and Support Team and oversee its functioning within the Department of Education's policies and guidelines.

Deputy Principal is the coordinator of the Learning and Support Team. The coordinator is responsible for ensuring that the team meet regularly and abide by the school policy in order to address the learning needs of all students across the school.

The Learning and Support Team Coordinator is responsible for scheduling and running weekly/fortnightly meetings to discuss referrals, negotiate adjustments and support as well as monitor and review progress of individual students identified by classroom teachers and support personnel.

Classroom teachers will be invited to learning and support meetings as required.

School Psychologist See Appendix One

Learning and Support Teacher (LaST) See Appendix Two

School Learning Support Officer (SLSO) have a responsibility to participate in ongoing professional learning to maximise their capacity to contribute to learning and support and to enable the delivery of quality learning experiences for each student. SLSOs are responsible for working in partnership with the Learning and Support team to meet the learning needs of all students.

Youth Support Officer / Chaplain supports all within a school community including students, staff, parents and the broader community. This is reflected in the tasks, responsibilities and projects undertaken. The Youth Support Officer is to attend Learning Support Team Meetings. The Youth Support Officer is trained to a nationally recognised standard in how to recognise mental health issues in young people and to refer appropriately to other care professionals. The Youth Support Officer is responsible for working in partnership with the Learning and Support team to meet the needs of all students.

Classroom Teachers are responsible for meeting the learning needs of all students. Classroom teachers are responsible for recognising students with additional support needs and planning and implementing adjustments. Classroom teachers are responsible for communicating students' additional support needs and adjustments to parents and stage supervisors. Classroom teachers have a responsibility to participate in ongoing professional learning to maximise their capacity to contribute to learning and support and to enable the delivery of quality learning experiences for each student. Classroom teachers are responsible for working in partnership with the Learning and Support team to meet the learning needs of all students.

The Learning and Support Team Referral Process Flow Chart

Classroom teacher concerned about social/emotional and/or learning needs of individual student refers to information in student records card, on Sentral, from LAST, previous year's teacher, school psychologist and parents (eyes and ears tested? History? Specialist reports or assessments? Observations in home environment?). Student is 'flagged' with AP and/or Grade Leader as a potential concern by classroom teacher. Classroom teacher develops and implements new strategies, monitors progress.

If still concerned

Grade team discusses previous steps taken by classroom teacher. Classroom teacher begins to complete the [Teacher Referral to the Learning Support Team](#). On it, new or adapted strategies identified, using the [Pre-referral Intervention Manual](#) (in staffroom) or the online [Student Profile Builder](#). All changes are discussed with parents, and records of conversations are made in Sentral.

New strategies are implemented, and results are monitored and recorded by classroom teacher.

If still concerned

A) Pre-Referral to Learning and Support Team

1. Students demonstrate additional learning needs; teacher plans and implements adjustments
2. Teacher discusses student with stage supervisor and parent

B) Referral to Learning and Support Team

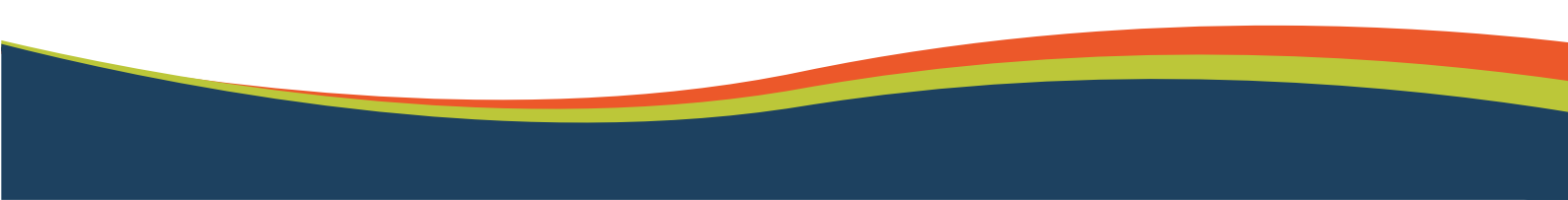
3. Referral forms to Learning and Support Team completed in conjunction with stage supervisor and parent; supporting material attached (See Appendices for parent referral and teacher referral forms)
4. Learning and Support Team discusses case at weekly/fortnightly meeting, allocating responsibilities and resources as appropriate
5. Assessment/observation with report as necessary
6. Mode of support determined

C) Planning, Implementation and Monitoring

7. Adjustments devised; outcomes determined; preparation of teaching activities; continue planning with parental involvement
8. Implementation
9. Ongoing assessment and evaluation

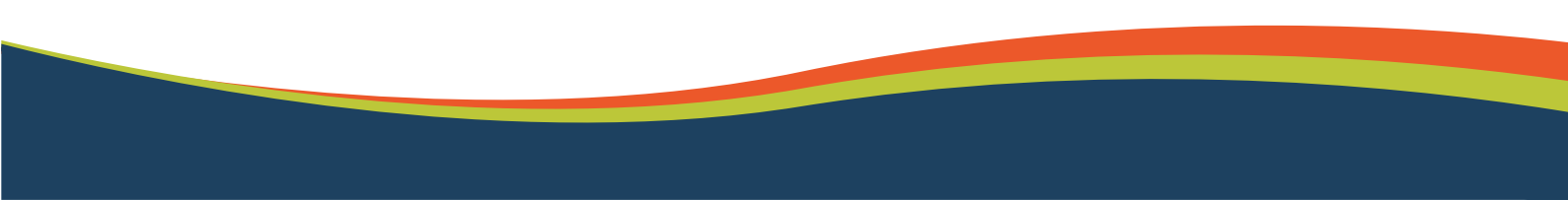
Role of the Learning and Support Teacher - Appendix One

The Learning and Support Teacher will, through the school's learning and support team, provide direct and timely specialist assistance to students in regular classes with additional learning and support needs and their teachers. Many of these students come from diverse cultural, linguistic and socio-economic backgrounds.



The Disability Standards for Education 2005 provides the context for the role and activities of the Learning and Support Teacher. Emphasis in the role will reflect the needs of individual students and school priorities and programs that support students with additional learning and support needs. The role will be underpinned by a collaborative and consultative approach so that the student and/or their parent or carer are actively involved in the student's education.

The Learning and Support Teacher will:

- work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
 - plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
 - plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer. This includes researching areas of specific need, sharing information with teachers/SLSOs and contributing to student Individual Education Plans (IEPs).
 - model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
 - provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.
 - provide professional specialist advice, support and mentoring to classroom teachers on: how best to cater for the diverse learning needs in their classrooms, and how to effectively work in partnership with families to maximise learning opportunities for students at school and at home
 - provide professional specialist advice and assistance about students with additional learning needs to the school's learning and support team
 - utilise their knowledge and understanding of the Disability Standards for Education and the use of school data, including the Nationally Consistent Collection of Data (NCCD) to support teachers in enhancing the learning and engagement of students in the classroom
 - assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate
 - maintain a flexible timetable and approach to problem solving so as to accommodate unexpected learning needs of our students
 - stay informed with current practices in the PCS community and beyond, including relevant research.
 - provide literacy and numeracy teaching support for EHPS parents, face to face, by phone, on zoom and in writing (always in close consultation with classroom teacher)
 - build a learning community that includes students, parents, teachers and the wider community via the school newsletter and special events such as Kindy Orientation
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School Counselling Services - Appendix Two

The school counselling service provides a counselling and psychological assessment service to students with specific support needs in NSW government schools. School psychologists and counsellors work through the Learning Support Team to improve student welfare and learning outcomes. School psychologists and counsellors are appointed to a school and are administratively responsible to the Principal.

The Role of the School Psychologist/Counsellor

To work in consultation with the school Principal, School Executive, Staff and Regional Student Support services to improve student learning and well-being outcomes and to implement current department priorities.

To work collaboratively with Learning Support team to develop appropriate school based support for students.

Conduct cognitive, social, emotional and behavioural assessment of students referred by the Learning Support Team and report the results of assessments and interventions to parents and teachers.

Provide counselling using evidence-based interventions to improve the wellbeing of students

Contribute to the social, emotional and academic developments of students by participating in Student Wellbeing committees.

Contribute to the development of and planning for students with special needs by assisting review committees in the design of educational plans.

Respond, as part of a team, to schools experiencing serious and or critical incidents.

Refer students and or families to other agencies that will support the development of student health and wellbeing outcomes.

Services Offered

Supporting students by:

Providing a counselling service to students individually or in small groups.

Contributing to the assessment of students' needs to improve learning outcomes.

Assessing students' learning and behaviour.

Supporting Teachers by:

Participating in the work of the Learning Support Team and Wellbeing programs.

Supporting the school in serious incident management.

Liaising with other agencies.

Providing support and recommendations regarding student suspensions.

Assisting schools to identify and address disabilities that affect students' learning.

Supporting Parents by:

Assisting parents to make informed decisions about their child's education.

