



Mount Riverview Public School

Learning Support Procedures



May 2024

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WHAT IS A LEARNING SUPPORT TEAM?

A Learning Support Team (LST) is a whole school planning and support mechanism 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 the LST is to ensure the needs of all students with disability in the school are being met using a model of support addressing universal, targeted, and intensive supports for students and teachers.

A key feature of the LST is the facilitation of consultation and collaborative planning between teachers, support staff, parents/carers, and students.

PRINCIPLES AND PRACTICES THAT UNDERPIN OUR LST

Every mainstream NSW public school has a learning and support provision (low level adjustment for disability) that allocates the school a LaST teacher and flexible funding as part of the annual school budget. The learning of individual students is unique, and adjustments are made through close consultation between teacher and parents/carers, and regularly reviewed to assess their effectiveness and identify any need for changes.

The first point of contact for additional support of student needs is the school's LST.

WHY IMPLEMENT AN LST?

The LST will:

- enable effective **coordination of support** across the whole school.
- enhance collaboration and provide 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 disability.
- establish guidance and support systems for all staff to cater for students with disability.
- ensure that programs based on current research and best practice are implemented for students with disability.

When:

- teachers see the LST as a resource for their classrooms.
- processes are inclusive, well organised and understood by all.
- teachers are involved in the differentiation of outcomes and 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.

Adapted from Hoskins, B (1996) Developing Inclusive Schools

WHO ARE OUR LEARNING SUPPORT TEAM MEMBERS?

The primary members include:

- Principal
- Assistant Principals
- Learning and Support Teacher/s (LaST)
- School Counsellor

Other contributors include:

- class teacher
- School Learning Support Officers (SLSO)
- parents/carers
- external agencies- (eg; Speech Pathologist, Occupational Therapist, Paediatrician, Psychologist)

WHAT DOES THE LST DO?

When implementing supports for students it is important that schools determine a priority order and work through the areas of need. The LST will:

- develop and regularly review the school's procedures for supporting students with additional needs.
- implement school 'identification' procedures to determine needs.
- develop referral systems for parents and teachers to seek advice and access support services.
- establish mechanisms to coordinate support personnel within the school (LaST, School Counsellor, SLSO)
- develop a plan to coordinate and access external specialist personnel.
- implement school systems to meet student needs.
- provide direction for professional learning programs.
- assist the school with the selection, implementation and evaluation of resources for students with additional needs.
- establish communication and consultation procedures within the school community.
- implement effective models and programs to improve student outcomes (e.g. early intervention programs, assessment procedures, support programs based on current research and best practice in the area of learning difficulties, effective teaching strategies, monitoring and evaluation procedures)
- meet on a fortnightly basis to discuss, plan and review supports for identified students.

RESPONSIBILITIES OF THE LST Members

The LST will 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.

A collaborative and consultative approach is employed so that the student and/or their parent/carer are actively involved in the student's education.

The Learning Support Team will:

- convene regular meetings
- introduce new referrals
- record and distribute meeting minutes and
- maintain Learning & Support files for each student.

The Principal will:

- supervise members of the LST
- ensure initiatives led by LST are included in the school's Strategic Improvement Plan
- develop and maintain the tracking of LST actions (case matrix)
- facilitate development of access requests
- coordinate NCCD data collection
- coordinate allocation of funding support
- provide professional learning opportunities to staff
- facilitate integration funding review meetings
- facilitate case management meetings and
- maintain Learning & Support files for each student.

The Assistant Principals will:

- advise class teachers of appropriate assessments and collaboratively analyse the data
- assist teachers with the development and implementation of suitable adjustments and support plans
- provide advice and assistance to LST about students with additional learning needs
- assist with professional learning for class teachers and Learning & support teachers
- liaise with students, parents/carers, teachers, SLSOs, School Counsellor and external agencies
- assist teachers to develop LST referrals
- liaise with parents/carers about students being supported.

The Learning and Support Teacher (LaST) will:

- work collaboratively with class teachers to support assessment of their students with additional educational needs and to 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 class teachers
- plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the class teacher, student and/or parent/carer
- model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
- provide direct support to 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 in areas such as social integration, language and communication, literacy, numeracy and behaviour
- provide professional specialist advice, support and mentoring to teachers on how best to cater for students diverse learning needs 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 to LST about students with additional learning and support needs
- assist class teachers to complete PLASST, and develop personalised plans
- develop timetables of LaST and SLSO support
- assist with professional learning for teachers and SLSOs within our school and local network of schools where appropriate.

The School Counsellor will:

- liaise with Principal, school staff, parents/carers, department staff, external agencies and students
- assess students
- give written feedback of recommendations to the LST, class teachers and parents/carers
- attend LST meetings, where possible
- report on recent completed actions
- liaise with Principal and Senior Psychologist Education regarding support provisions
- maintain School Counsellor files
- maintain a prioritised list of students for assessment
- attend integration funding review meetings
- attend case management meetings where needed
- provide professional learning to staff, where required
- provide direct support to students requiring psychologist intervention

The Classroom Teacher will:

- talk to parents early about any concerns about the progress or wellbeing of a student
- encourage vision and hearing checks if not yet completed
- discuss concerns about students and their needs with Assistant Principal and LaST
- implement suggested strategies and programs
- monitor student progress and document evaluation of strategies and programs
- provide evidence in teaching program of adjustments and differentiation strategies
- consult with parents/carers about adjustments and differentiation strategies
- refer students to LST when strategies or programs are not meeting the needs of student
- record all meetings and phone calls on Sentral in Wellbeing 'Notes'
- complete a LST referral
- follow up on recommendations of support given by LST or by external agencies
- contribute to integration funding review meetings and case management meetings
- develop and regularly review Individual Education Plans for all students with disability and requiring support.

The SLSO will:

- provide support for target students with identified diverse learning needs, including disability, in the classroom, playground, and other learning environments off site (e.g., excursions)
- support students to participate in and access educational programs and extra curricular activities
- work as part of a team under the direction and supervision of the Learning Support Teacher/ AP/Principal to support student achievement of educational outcomes and full engagement in school life.

The Parents/Carers will:

- provide information about their child's experiences, development, strengths and weaknesses, likes and dislikes, including any reports or documentation from external agencies
- be actively involved in developing student support plans
- complete a LST referral to raise concerns about their child's learning or wellbeing
- advocate for their child's needs
- meet with the School Counsellor to discuss results of any assessments, where appropriate
- regularly consult with class teachers about their child's needs and progress
- act on recommendations provided by LST

WHO IS SUPPORTED BY THE LST?

Our school is provided with staffing and funding allocations to meet the needs of students with disability. Students accessing Learning and Support programs must be considered to have a disability.

Under the Disability Discrimination Act, the definition of “disability” is broad. It includes physical, intellectual, psychiatric, sensory, neurological, and learning disabilities. It also includes physical disfigurement and the presence in the body of disease-causing organisms, such as the HIV virus.

The DDA covers disabilities that people have now, had in the past, may have in the future or which they are believed to have.

Our LST, under Principal guidance, determines which students are eligible to access the Learning and Support program. The development and delivery of all Learning and Support programs depends on the needs of each individual student.

TYPES OF PLANS AND SUPPORT

Individual Education Plan (IEP) Appendix a

An IEP is essential in guiding the educational planning and monitoring of a student's unique learning needs. It shows adjustments, goals and strategies designed to meet the educational needs of an individual student to enable them to reach their potential. They are written for students that have a diagnosed disability or supported by a LaST or SLSO.

Behaviour Response Plans (BRP)

If a student needs more support with their behaviour, a Student Safety Risk Assessment can be written. These would be initiated through a LST meeting and a draft written in consultation with the Principal, LaST, Class Teacher, Parent/Carer. This is then amended and communicated with the student and all involved. This is then reviewed as needed.

Positive Partnership Plan

Students who are diagnosed Autism Spectrum Disorder will have particular needs and a plan through Positive Partnerships takes into account their likes, interests and needs. Teachers may choose to use this plan to assist in their development of appropriate adjustments and the student's IEP.

Out of Home Care Plan

A school is notified if a student is living in an Out of Home Care placement. A meeting will be held with the student's Case Worker, Principal, Class Teacher and LaST and School Counsellor where possible. During this meeting an OoHC plan is developed to ensure appropriate supports are in place. This is reviewed twice a year.

Attendance Improvement Plan

Students not meeting Department attendance expectations will be identified and meetings will be held to support the student and families improve their attendance. An Attendance Improvement Plan may be written. An Attendance Support Officer would be involved in this process.

Quality Teaching Differentiated Practice (QTDP)

Teaching and learning is differentiated to support a student to achieve within the classroom setting. Adjustments to programs/activities are developed by the class teacher and/or LaST. This is the least intrusive measure of support for students with a disability.

Integration Funding Support (IFS)

Students with diagnosed disability may be eligible for funding support targeted to assist their learning and engagement at school. An Access Request Form is completed by the LST and, if successful, the student is allocated integration funding. This support is reviewed at least a year with consultation between school staff, parents/carers and external agencies.

All students allocated Integration funding support must have an Individual Education Plan (IEP) which is regularly reviewed and updated.

National Consistent Collection of Data (NCCD)

Any student who has had an adjustment to their normal class program for more than 10 weeks (with or without a diagnosed disability) requires an NCCD profile to be completed. Once a student has had 10 weeks of adjustments a draft is completed by the class teacher, in consultation with the LaST. NCCD profiles are reviewed, amended and signed off by the Principal every November and June. The data collection occurs at the beginning of Term 3.

Itinerant Support Teacher Vision / Hearing

Consultation occurs with IT Vision or IT Hearing for students who have a hearing or vision disability. Assessment reports are used to determine a student's eligibility for itinerant support and an application process must be undertaken, in consultation with parents/carers.

Assistant Principal, Learning and Support

The Assistant Principal Learning and Support works across a group of schools to support students with disability and learning and support needs. They help support learning and assist teachers through advice, collaborative planning and professional learning to school staff based on providing effective learning adjustments for target students.

Transition Programs

***Kindergarten Transition:**

It is the role of the AP Infants to coordinate the kindergarten transition program. This involves contacting local preschools and long day care centres to discuss the students that are enrolling the following year. A 'Time to Enrol' poster is put in our school newsletter and sent to the preschools. As enrolment applications are submitted, the AP contacts parents/carers to discuss any additional needs. An information session is organised for parents to attend and then three morning sessions for the children to attend.

***High School Transition:**

It is the role of the AP Primary and Year 6 teachers to coordinate the high school transition program in conjunction with the local high school (Blaxland) and any other schools which a student in Year 6 will be attending for Year 7.

As part of the transition program to high school, the following information is communicated to the high school's Learning and Support Team or Year 7 co-ordinator:

- student strength's, interests and areas for development
- any current IEP or support plans
- student's social, emotional and physical wellbeing factors

LST Yearly Planner

Term 1

Week	Task	Responsibility
1	Plan Learning and Support program caseload	LaST and Principal
1	Draft timetable for SLSOs and LaST, taking into account Kindergarten starting date	LaST
2	Class teachers provided with access to previous year's IEPs, NCCD profiles, student safety risk assessments, OoHC plans, BRPs and LaS files	Principal
2	Meet with SLSOs to discuss timetables, student needs and their role	LaST and Principal
2	Baseline data collection	LaST
2	Notification letters to parents of students on LaS program	LaST
2	First LST meeting (fortnightly meetings thereafter)	LST
3	Programs developed for students on LaS program in consultation with class teachers	LaST
3	SLSO and LaST timetable created for Week 4 onwards	LaST
4	Review the referral process with all staff	Principal/AP's
5	IEPs developed in consultation with parents, discussed with AP and copy given to Principal for LST file	Class Teacher
9 or 10	IEP discussion and sign off at Parent/Teacher interviews. Parents provided a copy. Teacher stores a copy in their program and save securely in online folder	Class Teacher and Parent/Carer
10	Phone call to parents to provide feedback about student progress on LaS program	LaST

Term 2

Week	Task	Responsibility
1	Revise SLSO and LaST timetable and notify teachers of changes	LaST
1	Notify parents of IEP review meetings for students with integration funding support or high needs	LST
1	Book casuals for the release of teachers to attend review meetings	AP or Office staff
2	Review NCCD data collection and evidence process with teachers	LaST or Principal
2	Distribute information on levels of adjustment for NCCD student profile to teachers	LaST or Principal
4	Review NCCD profiles and update based on LST file information	LaST
4	IEP discussion and sign off at review meetings. Parents provided a copy. Teacher stores copy in their program and save securely in online folder	Class Teacher and Parent/Carer
7	Start collating names for NCCD process at the beginning of June	Principal

8	Update IEPs, BRPs, OoHC plans and provide copy to Principal for LST files	Class Teacher
10	Enter details for NCCD	Principal

Term 3

Week	Task	Responsibility
1	Review SLSO and LaST timetable and notify teachers of changes	LaST
1	Notify parents of IEP review meetings for students with integration funding support or high needs	LST
1	Book casuals for the release of teachers to attend review meetings	AP or Office staff
4	IEP discussion and sign off at review meetings. Parents provided a copy. Teacher stores copy in their program and save securely in online folder	Class Teacher and Parent/Carer

Term 4

Week	Task	Responsibility
1	Review SLSO and LaST timetable and notify teachers of changes	LaST
2	Organisation of extra transition to high school program	AP Primary
3 4 5	Identify students with additional needs transitioning to Kindergarten	Existing/Incoming Kindergarten class teachers and LaST
3	Notify parents of IEP review meetings for students with integration funding support or high needs	Principal
3	Book casuals for the release of teachers to attend review meetings	AP or Office staff
5	Identify students needing advance notice of class and teacher for next year	LST
7	Ensure transition supports are planned and implemented	LaST and APs
8	IEP discussion and sign off at review meetings. Parents provided a copy. Teacher stores copy in their program and save securely in online folder. Plan for transition needs	Class Teacher and Parent/Carer
8	Summary Report for students on LaS program sent home	LaST
8	Review NCCD profiles and update based on information in LST files	LaST
9	Provide advanced notice for identified students of class and teacher to parents by letter	Principal
9	Develop social stories for students who require them for next year's class	LaST
9	Organise classroom visits for students needing transition support	Class Teacher and APs

LEARNING SUPPORT TEAM REFERRAL PROCESS

TEACHER PROCESS

Step 1: Pre-Referral Process (Before submitting a teacher referral to the LST)

Adaptation to the class program and playground

Students demonstrating additional needs are catered for by the class teacher by adjusting the class program. This may involve the teacher using a range of quality differentiation strategies.

These strategies could include:

- simplifying instructions
- providing prompt cues
- giving corrective feedback
- using visuals
- grouping students with similar instructional needs
- peer or parent tutor programs
- additional practice of skills
- employing behaviour management options
- changing the physical space
- using flexible furniture options

Teachers should implement differentiation strategies for 4-5 weeks, making observations of the student response to help evaluate effectiveness of strategies.

Collaborative problem solving with colleagues and parents / carers

Teachers should:

- discuss any ongoing concerns with parents / carers and gather any available information about student needs. This could include NCCD profile, IEPs, student record card LST files, BRPs, therapist reports
- discuss concerns with AP, previous class teachers and/or LaST
- capture a snapshot of the student's educational needs using the Personalised Learning and Support Signposting Tool (PLASST)
- review differentiation strategies and develop a plan to implement recommendations for 4-5 weeks

Step 2: Referral Process (Completing the teacher referral) **Appendix c**

ALL TEACHERS MUST COMPLETE A TEACHER REFERRAL FORM

The referral asks for the following information: reason for referral, student's strengths and weaknesses in academic, language, physical, behaviour and social-emotional skills (including any assessment information), strategies already implemented to address concerns and their impact, desired outcome.

Teachers must discuss the referral with parents / carers before submitting, however permission is not necessary. A copy of the referral form is submitted to the designated LST member.

Step 3: LST Meeting (Referred student to be discussed at the next LST meeting)

The LST member checks that all required information has been submitted on the referral and notifies the class teacher as to when the student will be discussed at the LST meeting so they can attend.

New student referrals are tabled at the meeting and the class teacher speaks about the reason for referral.

The LST determines strategies for further assessment, consultation, or support planning. The determined actions are added to the LST case matrix.

The LST reviews previous actions on the case matrix and discuss any further follow up actions required.

The School Counsellor contributes information they have access to and makes suggestions for further action.

Step 4: Action Process (After the LST Meeting)

The Principal emails all LST members a copy of the updated LST case matrix.

All LST members and the referring teacher receive a copy of the meeting minutes.

The parent / carer is notified of any decisions and the progress of the referral by a member of the LST.

Step 5: Support from network or school services

If a student has support needs that cannot be met by school resources, the LST can seek support from regional network.

Students are only eligible to be referred for network support after extensive intervention by the class teacher and LST.

It is essential that parents/carers are involved in all decision-making at this stage of intervention and that communication and collaboration exists between specialists and school personnel.

PARENT/CARERS PROCESS **Appendix b**

Parents/Carers may be asked to complete a Parent Referral to the LST to help add to the school's understanding of student needs. The LST, class teacher, Assistant Principal, Principal or School Counsellor may contact the parent/carers to discuss their perspective.

Parents/Carers complete a parent referral themselves if they have concerns about their child's learning or wellbeing and want to seek school support for them.

Appendices



MOUNT RIVERVIEW PUBLIC SCHOOL – IEP/NCCD Student Profile: 2025

Name:

Class:

D.O.B.:

Date:

Diagnosis:

Funded:

Primary Disability:

Level of Adjustment:
Background and Interests:
Student Strengths:
Student Weaknesses:
Student Personal Goal/s:
Parent Goal/s:

2025- IEP/NCCD Profile:

	Communication	Social Interaction	Repetitive Behaviours & Restricted Interests	Sensory Processing	Information Processing/ Learning Styles
Name: Class: D.O.B.: Date:	<i>Characteristics</i> <i>Impacts</i> <i>Strategies</i>	<i>Characteristics</i> <i>Impacts</i> <i>Strategies</i>	<i>Characteristics</i> <i>Impacts</i> <i>Strategies</i>	<i>Characteristics</i> <i>Impacts</i> <i>Strategies</i>	<i>Characteristics</i> <i>Impacts</i> <i>Strategies</i>
Effectiveness of Strategies					
	<i>Characteristics</i> <i>Impacts</i> <i>Strategies</i>	<i>Characteristics</i> <i>Impacts</i> <i>Strategies</i>	<i>Characteristics</i> <i>Impacts</i> <i>Strategies</i>	<i>Characteristics</i> <i>Impacts</i> <i>Strategies</i>	<i>Characteristics</i> <i>Impacts</i> <i>Strategies</i>
Effectiveness of Strategies					

	<i>Characteristics</i>	<i>Characteristics</i>	<i>Characteristics</i>	<i>Characteristics</i>	<i>Characteristics</i>
	<i>Impacts</i>	<i>Impacts</i>	<i>Impacts</i>	<i>Impacts</i>	<i>Impacts</i>
	<i>Strategies</i>	<i>Strategies</i>	<i>Strategies</i>	<i>Strategies</i>	<i>Strategies</i>
Effectiveness of Strategies					

Curriculum Adjustments:

KLA :

Goal:

Syllabus Outcome:

Review Date:

Assessment and Characteristics of individual needs:

Provision of adjustment/s:

Effectiveness of adjustment/s:

KLA: Goal: Syllabus Outcome: Review Date:
Assessment and Characteristics of individual needs: Provision of adjustment/s: Effectiveness of adjustment/s:
Physical:

Parent/ Carer sign: _____ **Date:** _____

Teacher sign: _____ **Date:** _____



Parent Referral to Learning Support Team

Appendix b

Student Name:		Parent Name:	
Date of Birth:	Class:	Date of Referral:	
Privacy Notice: This information is being obtained to assist the Learning Support Team in providing support for your child. It may, as appropriate, be provided to other members of the school staff involved in supporting your child. Provision of this information is voluntary. It will be stored securely. You may correct any personal information provided at any time by contacting the Principal. Please speak directly with the Principal or Assistant Principal if you would like help to complete this form.			
What concerns do you have about your child?			
Has there been any significant illness/injury/event in your child's life?			
Have any previous assessments been completed for your child? (eg; doctor, psychologist, speech therapist). Please provide copies of any assessment reports.			
Is there anything else you would like the School Counsellor to be aware of?			
What do you hope will happen as a result of the Learning Support Team being involved?			

**Teacher Referral to Learning Support Team**

Student Name:	Teacher Name:
Date of Birth:	Class:
Note: This referral should be discussed with an Assistant Principal and the student's parents/carers before being submitted to the LST.	

What is your reason for referral? (include any main concerns you have about the student)
What are the student's academic skills, including any areas of strength and weakness? (eg; reading level, PAT results, spelling age, report grades)
What are the student's language skills, including any areas of strength and weakness? (eg; receptive, expressive, fluency, articulation)
What are the student's physical skills, including any areas of strength and weakness? (eg; gross motor, fine motor, hand-eye co-ordination, vision, hearing)

What are the student's behaviour and social-emotional skills, including any areas of strength and weakness? (eg; regulation, focus, interactions, friendships, attendance, anxiety)

What strategies have been tried so far?

What impact did these strategies have?

What do you hope will happen as a result of this referral?

Teacher Signature: _____

Date: _____

OTHER REPORTS STORED SECURELY

- *Behaviour Response Plan
- *Positive Partnerships Plan
- *Out of Home Care Plan
- *Attendance Improvement Plan
- *National Consistent Collection of Data (NCCD)

Teachers should speak with an Executive to seek help in accessing these documents.

GLOSSARY

ACRONYM/ABBREVIATION	MEANING
NCCD	The Nationally Consistent Collection of Data on School Students with Disability
SLSO	School Learning Support Officer
LaST	Learning and Support Teacher
LST	Learning Support Team
PLASST	Personalised Learning and Support Signposting Tool
IEP	Individual Education Plan
AP	Assistant Principal
EAL/D	English as an additional language or dialect
DSMV	Diagnostic and Statistical Manual of Mental Disorders
QTDP	Quality Teaching Differentiated Practice
OOHC	Out of Home Care
DoE	Department of Education
BRP	Behaviour Risk Plan
PAT	Progressive Achievement Test
IST vision	Itinerant Support Teacher - Vision
IST Hearing	Itinerant Support Teacher - Hearing
APLAS	Assistant Principal, Learning and Support