

Yarrawarra Public School

Learning Support Policy



The Learning Support Policy promotes engagement for every student, regardless of background, in every domain, including academic, creative, social-emotional, and physical domains. It supports every student to achieve their educational potential, through differentiated teaching and learning practices, to ensure that their specific learning and wellbeing needs are met.

The policy reflects requirements under the *Education Act 1990 (NSW)*, *Disability Discrimination Act 1992*, and *Disability Standards for Education 2005*. It also draws on the department's [Inclusive Education Statement for students with disability \(PDF 246 KB\)](#).

The *Disability Discrimination Act 1992* defines disability very broadly, and students with disability do not need to have a formal diagnosis, as their disability may be imputed based on their needs. Students with diagnosed and/or imputed disability are captured in the [Nationally Consistent Collection of Data on School Students with Disability](#) in August each year.

The department has high expectations of all students. Yarrawarra Public School will continue to work with parents and carers, as well as disability and education experts, to personalise support so that every student is engaged and learning to their fullest capability.

This policy reflects the responsibilities of schools across a range of department policies and procedures. It should be read in conjunction with relevant policies and procedures.

Learning Support Guiding Principles and Responsibilities

- ❖ All students, regardless of background or personal circumstances, require access to learning programs that meet their learning needs, and receive support to aspire to, and achieve, personal excellence.
- ❖ Potential exists along a continuum, where differing degrees of potential require differing approaches and levels of adjustment and intervention.
- ❖ Yarrawarra Public School has the responsibility to:
 - value every student and provide learning opportunities that maximise individual learning outcomes.
 - aim to identify all students experiencing difficulty accessing the curriculum, including students who are underachieving, and identify students likely to be gifted or achieving high potential.
 - develop, implement, and review adjustments to learning, social, and physical activities, to ensure all students have access to the curriculum on the same basis as students without difficulty or disability.
 - develop, implement, and evaluative teaching and intervention programs.
 - develop and regularly implement objective, valid, and reliable assessment tools.
 - foster collaborative home-school partnerships and provide opportunities for teaching staff to communicate individual student needs, goals, adjustments, and progress with parents and caregivers.
 - provide professional learning opportunities for teaching staff and SLSOs in the education of students with difficulty or disability.

Learning Support Staff

Learning Support Teacher / Coordinator

The Learning Support Teacher / Coordinator role reflects the needs of individual students, school priorities, and evidence-based learning and wellbeing programs that support students with additional learning and support needs. The role is underpinned by a collaborative and consultative approach with school-based staff, Team Around a School, external specialists and therapists, students, and their families. The Learning Support Teacher / Coordinator is responsible for the Learning Support Team, the team of Student Learning Support Officers, student assessment, data collection and sharing, selection and allocation of resources, delivering professional learning to staff, developing learning and support programs, preparing and submitting integration funding applications, and liaising with external support teams.

School Counsellor / School Psychologist

School counsellors complement and enhance the work of teachers by strengthening schools' student welfare provisions, and providing psychological assessments of students with specific needs. The school counsellor can also provide individual and group therapy to students, on a needs basis.

Students can access school counsellor services either by 1. Teacher referral or 2. Parent/caregiver referral:

1. After consulting with parents and caregivers, teaching staff can complete the counsellor referral form on School Bytes (*staff only* [Teacher Referral to School Counsellor](#)).
2. Parents and caregivers can request counsellor support for their child by completing the referral form [Parent Referral to School Counsellor](#).

The school counsellor works collaboratively with the Learning Support Team to triage and prioritise each referral, on a case by case basis. Note: Some school counsellor cases may be deemed confidential and information will not be shared with the Learning Support Team.

School Learning Support Officer

School learning support officers work under the direction and supervision of the Learning Support Coordinator and classroom teacher, to provide assistance to students with disability. They can provide assistance with school routines, classroom activities, delivering evidence-based intervention programs, facilitating lunch time clubs, and with the healthcare routines of students with disability and additional learning and support needs.

Network Department Supports

Out-of-Home-Care Teacher (OOHC)

OOHC teachers work with the Learning Support Coordinator and teachers at Yarrawarra Public School to improve the educational outcomes of students in OOHC. OOHC teachers work with school staff, delivery support staff, and relevant agencies, to establish effective and efficient modes of working to enhance the participation, retention, educational outcomes and wellbeing of students in OOHC.

Itinerant Teacher (hearing or vision)

Itinerant support teachers (hearing or vision) work with students who have a confirmed hearing and/or vision disability. These specialist teachers support students, their teachers, and families from diagnosis through to Year 12.

Team Around a School

The Team Around a School comprises of non-school based roles including Assistant Principal Learning and Support, Senior Psychologists Education, Itinerant teachers, the Learning and Wellbeing team, Behaviour Specialists, Networked Specialist

Facilitators, and NDIS coordinators. The Learning Support Coordinator at Yarrawarrah Public School works collaboratively with the Team Around a School to seek support and advice in areas such as:

- Behaviour support
- Students with complex support requirements
- Support for diverse learners
- Developing individual student plans
- Developing external agency partnerships
- Policy advice

Learning Support Student Funding

Students with disability who are in mainstream classes in departmental schools and require moderate to high levels of adjustment, may be eligible to access Integration Funding Support. Students who access this support must have educational needs that are directly related to their identified disability, and these needs cannot be met through the full range of school and local resources. Students who receive integration funding support do so on an annual basis, and must be used in the calendar year for which it is provided.

Integration Funding Support (IFS)

The process to access integration funding support is as follows:

1. Identification of student disability
 - a. Letter confirming disability from a specialist is supplied to the school.
2. Impact of disability on access to education and level of support required to access the curriculum
 - a. Informal Advice form completed by Learning Support Coordinator and submitted to Wellbeing Officer.
 - b. Wellbeing Officer determines if needs can be met using school resources or integration funding support.
3. If integration funding is recommended, Informal Advice outcome and letter of disability shared with school counsellor
 - a. School counsellor issues Disability Confirmation Sheet (DCS).
4. Access Request completed by Learning Support Coordinator, classroom teacher, and parent/caregiver to provide an objective summary of the student's educational needs in relation to their disability. Supporting documentation attached to Access Request (*DCS, risk management plan, behaviour support plan, behaviour response plan, health care plan, safety plan*).
5. Access Request signed by LaST, school counsellor, Senior Psychologist Education, family, and Principal, and submitted for Panel consideration.
6. Panel determines the level of integration funding provided to the school to support the student.
7. School receives integration funding allocation. Principal and Learning Support Coordinator work collaboratively to determine the most appropriate ways of using the funding to meet the identified learning and support needs of the student. Examples of the effective use of the allocation to support eligible students include:
 - a. engaging additional teachers and school learning support officers (SLSOs) to assist with personalised learning and support for students in their classrooms. SLSO hours are calculated based on the level of funding allocation received by the school.
 - b. providing release for classroom teachers to undertake professional learning relating to the funded student.
 - c. providing release for classroom teachers to evaluate and plan adjustments with parents and carers and other school staff.
8. Parent / caregiver informed of funding allocation.
9. Learning Support Coordinator plans and implements the structure of support, constantly monitoring and reviewing the support, in response to student needs.

Adjustments delivered through integration funding support are documented (*SLSO roster, classroom programs, PLASP, intervention records, Student Tracking Sheets, School Bytes 'Notes' and 'Documents'*) and regularly evaluated in conjunction with the student profile. These records also assist in the process of providing evidence for the Nationally Consistent Collection of Data on School Students with Disability.

Schools record the impact of integration funding support in their annual reflection of needs-based funding. This process supports the evaluation of impact on student outcomes and informs the school's annual report.

Student Support Funding (SSF)

Schools may apply for short-term emergency funding through the Student Support Funding (SSF) application. This funding is used to provide support to students for a very short period of time. The Learning Support Coordinator completes relevant paperwork and attaches supporting documentation (*risk management plan, behaviour support plan, behaviour response plan, health care plan, safety plan*) to be considered by the Panel.

Out of Home Care (OOHC) Change Funding

Out of Home Care (OOHC) Change Funding is short-term streamlined funding for students entering or in statutory OOHC, to counter changes that may affect their learning, wellbeing or access to the curriculum. This funding can be externally triggered or school triggered.

Externally triggered funding: This funding is triggered by the NSW Department of Education receiving a Notice to School or Change of Circumstance advice from the NSW Department of Communities and Justice, or its funded OOHC service providers. The department will use the OOHC Change Funding Matrix to match the likely impact of entry into OOHC and/or a notified change of circumstance.

School triggered funding: This funding is available to support schools when students in statutory OOHC experience life changes (not already captured through a Notice to School or Change of Circumstance advice) that adversely impact on their learning, wellbeing or access to the curriculum. The Learning Support Coordinator applies directly to Child Protection Services.

The Learning Support Coordinator works closely with the Out of Home Care Teacher to apply for funding to support OOHC students managing transitions.

Supporting Transitions

The importance of a successful transition to school, from year to year, between schools, or from primary to high school is considered a significant event for both children and their families, and one that can have a considerable impact on a child's longer-term academic, social, and wellbeing outcomes. Positive outcomes of a successful transition may include separating easily from parents, feeling comfortable and safe, making friends, attending school and engaging in the environment, asking for help when needed, feeling a sense of belonging in the school community, and displaying positive attitudes and dispositions towards learning. The Learning Support Teacher / Coordinator plans for and supports students through the range of transitions they experience upon entering school, during their Kindergarten to Year 6 years, and their transition to high school.

Preschool to School

Transition to School Digital Statements: Transition to School Digital Statements are written by the preschool and shared with the primary school to provide information on each preschool child's developmental progress, strengths, and learning

dispositions. Information in this document assists the Learning Support Teacher / Coordinator to plan and support the transition process from preschool to Yarrawarra Public School.

Observation of students in preschool setting: A preschool student with difficulties or disability is referred by the preschool and/or family to the Learning Support Team at Yarrawarra Public School. The Learning Support Teacher / Coordinator may observe the student in the preschool setting and work closely with preschool staff to develop a transition plan and access relevant supports, if required.

Best Start Kindergarten Assessment: The Best Start Kindergarten Assessment is used by educators in NSW schools to identify each child's literacy and numeracy knowledge, skills and understandings at the beginning of Kindergarten. The assessment is conducted within the first 6 weeks of Term 1 and is intended to help educators develop effective learning programs, providing a continuation of skills from preschool to school, assisting students with the transition between learning environments. The Learning Support Teacher / Coordinator works collaboratively with Yarrawarra Public School Kindergarten teachers to plan and implement supports for students identified in the Best Start Kindergarten Assessment.


Year to Year

Students who receive Integration Funding Support (IFS) are eligible for the Yarrawarra Public School Year to Year transition program. Towards the end of Term 4 and during the summer break, the Learning Support Teacher / Coordinator communicates with parents and caregivers of students with IFS to share important information about the following year. This information may include who the class teacher will be and the location of the new classroom. Students may also be offered transition days at the end of Term 4 to familiarise themselves with their new class teacher for the following year, may receive a transition social story, and will participate in the end of year transition sessions facilitated by the Learning Support Teacher / Coordinator and student speakers from a range of grades across the school.

Primary to High School

In Term 1 and Term 4, all Yarrawarra Public School Year 6 students complete a transition to high school survey, developed by Yarrawarra Public School. Based on individual student responses, staff can support students with their transition to high school. Yarrawarra Public School Year 6 students participate in Engadine High School's transition program, 'Linkages', to support the transition to high school. 'Linkages' offers Year 6 students the opportunity to regularly attend Engadine High School to participate in demonstration lessons taught by the high school teachers. Year 6 students attend Transition Day and Orientation Day at Engadine High School. Yarrawarra Public School Year 6 teachers and Learning Support Teacher / Coordinator share relevant information about each of our students with the Engadine High School Learning Support team. In Term 4, Gotcha 4 Life offers a transition to high school evening session with Yarrawarra Public School Year 6 students and their parents.

Learning Support Student Identification Process

1. Assessments administered. Individual student results recorded in Student Tracking Sheet (*staff only*  Student Tracking)
2. Teacher and/or Data Analysis Team analyse student data.
3. Identify students with consistently Limited, Basic, or Outstanding results.
4. Classroom teacher formally refers student/s by completing LST Referral in School Bytes (*staff only* LST Referral).
5. Learning Support Coordinator reviews referral and adds student/s to the next Learning Support Team meeting agenda. Learning Support Coordinator notifies referring teacher of meeting date and shares appropriate agenda.
6. Classroom teacher attends Learning Support Team Meeting to present referred student/s.
7. Learning Support Team determine most appropriate course of action.
8. Relevant testing / checklists completed by appropriate personnel e.g school counsellor, Learning Support Teacher, class teacher, or external specialist.

9. Learning Support Coordinator draws on assessment data, wellbeing data, and specialist recommendations, if required, and works collaboratively with classroom teacher to develop reasonable adjustments.
10. Appropriate implementation of adjustments, programs and / or opportunities are provided and documented.
11. Impact of adjustments reviewed, as required, and documented.

Personalised Learning and Support Plan (PLaSP)

Personalised learning and support is a process that supports a wide range of students with additional learning and support needs. Personalised learning and support is underpinned by evidence of four key elements or areas of activity:


- The assessed individual education needs of the student
- The provision of adjustments or support to meet the students' assessed needs
- Monitoring and review of the impact of the adjustment or support being provided for the student
- Consultation and collaboration – of teachers with parents, support staff and other professionals where required.

Students at Yarrawarrah Public School will have a PLaSP developed if they fall into one or more of the following categories:

- Out of Home Care (OOHC)
- Diagnosed disability AND receiving Integration Funding Support (IFS)
- Receiving intervention (MiniLit, MacqLit, MultiLit, Corrective Reading)
- NAPLAN results identify one or more areas as 'Below National Minimum Standards'
- HPGE register:
 - Formal identification of giftedness (WISC)
 - SAGES-3 identifies Very Likely probability of giftedness (triangulate data).

PLaSPs are developed at the beginning of Semester 1 and/or Semester 2 through a collaborative process with families and other professionals, when required. As PLaSP development is a collaborative process, development and review meetings are held with the classroom teacher, Learning Support Teacher, and parents/carers, and are offered in lieu of parent-teacher meetings. PLaSP meetings take place at the beginning of Term 1 and Term 3, unless otherwise scheduled.

Assessments at Yarrawarrah Public School

Regular and ongoing assessments and student results are recorded by classroom teachers in the YPS Assessment Schedule (*staff only*  2024 YPS Assessment Schedule).

NSW and National Assessments:

- AECD (Kindergarten every 3 years)
- Best Start (Kindergarten)
- Phonological Awareness Diagnostic Assessment (Kindergarten)
- Phonics Screener (Year 1)
- Check-In (Years 3 - 6)
- NAPLAN (Year 3 and Year 5)
- Tell Them From Me (Years 4 - 6)

School based assessments:

- K-2 Diagnostic Assessments (K-2)
- Unaided Writing Test (K - 6)
- Prime Maths (K - 6)
- Progressive Achievement Testing Reading (Years 2 - 6)
- Progressive Achievement Testing Mathematics (Years 2 - 6)

- Lexile Test Literacy Pro (Years 2 - 6)
- Maths Online (Years 3-6)
- Check Ups (Years 3-6)
- Spelling Mastery (Years 3-6) and Phonics (K-2)

Learning Support assessments:

- MiniLit Placement Test (End of Kindergarten - Year 2)
- WARL (End of Kindergarten - Year 2)
- MacqLit Placement Test (Year 3 - Year 6)
- WARP (Year 3 - Year 6)
- Early Years YARC
- YARC
- SAGES 3 (HPGE identification K - 6)