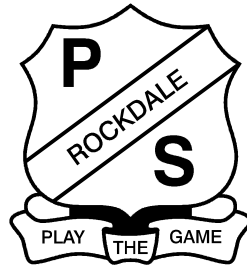


ROCKDALE PUBLIC SCHOOL

LEARNING SUPPORT TEAM POLICY



The Learning Support Team for Rockdale Public School aims to facilitate processes and strategies to cater for the needs of all students who have special needs within the school. Such needs could include physical, social, emotional, behavioural and academic concerns.

The team is a decision making body and will aim to maximise the use of school resources and personnel to have a more coordinated and efficient structure to improve learning conditions for students and staff.

OUTCOMES

- ★ Quality teaching/learning programs for all students K-6
- ★ Support and guidance for teacher to cater for diverse range of needs within any one classroom, year level or across school.
- ★ Effective communication between concerned parties.
- ★ Coordination of resources both human and physical.

LEARNING SUPPORT TEAM POLICY

PURPOSE

A school Learning Support Team (LST) coordinates planning and decision making so that the educational needs of all students are addressed. Support and resources within the school are most effectively coordinated by the LST.

The LST focuses on;

1. addressing the learning needs of students by ensuring that collaborative planning and programming occur.
2. effective implementation of strategies are in place.
3. available and appropriate resources are being utilised.
4. monitoring, assessment and reporting strategies have been agreed upon.

CONSIDERATIONS

1. The team identifies and brings together key personnel within the school community who are most suitable to be involved in the delivery of the students learning program including gifted and talented students.
2. The LST considers the type and level of support, students with disabilities and learning difficulties require to address their curriculum, social skills, personal care and safety and mobility needs.

While LST may consider, for example, how the curriculum may need to be modified/enhanced or what management strategies will need to be put in place, it may also make recommendations and referrals to the district for:

- ★ additional support from School Education Area Office (SEA) and across School Education Area Office services (eg reading classes).
- ★ more intensive support (eg support classes).
- ★ additional access support to enhance the learning outcomes.

When considering the needs of individual students the LST will need to bring together the people who can assist in the support cycle process.

The support cycle is a method of planning to assist schools to meet the needs of individual students.

The key process of the support cycle are:

- ★ appraisal of students support services.
- ★ access to support services.
- ★ programming for educational needs in consultation with the class teacher.
- ★ reappraisal of programs and services.

CORE MEMBERS OF THE LST

CORE: Stage Co-ordinator, ESL, School Counsellor, ESSP, STLA.

NON-CORE: Stage Co-ordinator, Classroom Teachers, Principal, All teachers who work with children on Agenda.

The School Counsellor

The School Counsellor works in consultation with teachers, the school, parents or caregivers and other outside agencies, where appropriate, to improve student learning and behaviour.

The School Counsellor can assist children by:

- ★ participating in the work of the LST
- ★ assessing children's needs
- ★ providing advice and reports to teachers and parents
- ★ provide counselling support for children
- ★ refer children to other agencies concerned with the health and welfare of students

Venue: Mrs Horne's Room

MEETINGS

The LST at Rockdale Public School will:

- ★ meet every second Tuesday morning – even weeks.

ROLE STATEMENT

- ★ prepare an agenda (the coordinator is to do this) for each meeting based on current and new referrals and pressing issues to be discussed.
- ★ prioritise counsellor assessments.
- ★ receive counsellor reports of previous testing and discuss action to be taken.
- ★ provide support for class teachers with concerns about specific children and classroom management issues.
- ★ access district and across district support services for teachers, students and parents.
- ★ coordinate applications for intervention:
 - eg hearing support
 - vision support
 - behaviour
- ★ organise integration application, timetables, meetings and reviews.
- ★ organise referrals to specialist units:
 - eg Mortdale Special Reading Class
 - IM unit in the district
- ★ consult with other agencies for assistance if necessary
 - eg speech therapists
 - occupational therapists
- ★ review BST analysis and Individual Learning Plans for Year 3 Band 1 students and Year 5 Band 1 and 2 students.

LEARNING SUPPORT TEAM REFERRAL PROCESS

1. Class teacher is to fill in a LST referral form.
2. Teacher is to put the referral in the LST box in the Principal's office.
3. LST records date of receipt of referral (written on the bottom of the form).
4. Coordinator compiles an agenda based on current and new referrals and teaching and learning issues.
5. Referrals are prioritised and discussed by LST.
6. Feedback is given to the teacher where possible about the referral and where it stands in the priority queue. If appropriate the referring teacher will be invited to next LST meeting to plan course of action.
7. Counsellor forms are given to the teacher to complete and to send home to obtain parental permission for a counsellor assessment. There is an attached letter from the LST.
8. If a counsellor assessment is complete, it is reported to the LST, the class teachers and the parents/caregivers.
9. LST is to advise personnel of any follow up referrals, applications, teaching interventions etc that may be needed.

STAGES OF SUPPORT

1. Teacher identifies need and documents/records issue and what the teacher has done to resolve.



2. Teacher seeks support. Stage coordinator works with class teacher.



3. Stage Coordinator.



4. Referral to the Learning Support Team.



5. Support provided by the Learning Support Team or School Counsellor intervention.



6. Individual programming to match educational needs.



7. Referral to School Education Area Office Services.



8. Reappraisal of programs and services.