Learning and Support Team

Policy and Procedures

*Adopted May 2017*



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*This document has been heavily informed by the Oakville Public School Learning and Support team Policy and Procedures.*

# Learning and Support

## Snow Gums Learning Alliance



The achievement of successful educational outcomes for every student is supported through high quality teaching and learning. Some students need additional support to access the full range of education opportunities and to achieve success.

The Snow Gums learning alliance learning support team brings together the school communities from Bald Blair Public School, Ben Lomond Public School, Black Mountain Public School, Ebor Public School and Chandler Public School. The collective power of or alliance offers our learning support team increased access to support, resources and specialist professional learning.

Every student, every school offers students, teachers, parents and school communities the chance to engage in high quality learning. This document frames how the Snow Gums learning alliance will implement Every Student, Every School into our schools.

The Snow Gums learning and support team will:

* Develop a collective policy for students experiencing difficulties in learning or those requiring extension
* Develop referral systems for classroom teachers to access support services;
* Work with classroom teachers to support assessment for learning of their students with additional educational needs, and identify specific learning and support needs;
* Plan, implement, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers;
* Plan, implement, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer;
* Devise a professional learning plan which supports the needs of our schools and the alliance;
* Work collectively to access specialist services.

## Professional learning for skilled and knowledgeable teachers

Research demonstrates that one of the most significant contributors to educational outcomes in the school environment in the teacher. Effective teachers are our most important resource for supporting high quality educational outcomes for every student, including those with a disability.

The Snow Gums Learning and support team will plan for and implement high quality professional learning throughout our schools. Our team will build and share expertise across the alliance, ensuring continuity of professional expertise across each of our schools. Teachers from across the alliance will engage in collaborative, ongoing professional learning.

## Support for students with disability in regular classrooms

Through working collectively and collaboratively, our teachers will have more immediate access to additional support within the school to meet the educational needs of students with disability or in need of extension.

## Understanding and assessing the learning and support needs of students

Our alliance will accelerate the development of a functional assessment tool for teachers to profile the learning and support needs of individual students in collaboration with student and their parents.

Teachers will be supported in development of personalised learning plans.

The role of the learning support team is to ensure that all students requiring support are having their needs met. The Learning support team will address:

* Teaching and learning
* Assessment
* Attendance
* Training and Development
* Parent participation
* Student Support and Development

The learning support team will meet twice per term, with all referrals and updates being discussed. Schools will still make referrals to the Senior School Psychologist outside of meeting times, in line with individual school needs. Updates to referrals will be given at learning support meetings.

**Core Members of the Learning and Support Team**

* Chair, from within the Snow Gums Learning Alliance
* Senior School Psychologist or school counsellor
* Principals of Snow Gums Learning Alliance schools
* Learning and Support Teacher (LaST)
* Class teacher
* Other specialist personnel e.g. Assistant Principal Learning Assistance, outside agencies, parents and care givers can be invited to attend as necessary.

## Snow Gums Learning Alliance Learning and Support Team Referral Flowchart

## General Adjustments

Things to think about:  
1. Adjusting content

2. Adjusting teacher language

3. Adjust work output

4. Adjust the environment

5. Organisation of routines and behaviour



**Learning Support Team Referral**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher making referral:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_**

**Concern Reason for Referral**

* Attendance
* Behaviour
* Disability
* Learning
* Wellbeing
* Out of Home Care
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Previous Programs and Assistance Additional Information**

* English Second Lang.
* LaST
* Outside Agencies
* Parent Contact
* Previous Teacher
* Reading Recovery
* School Counsellor
* SLSO
* Supervisor Consultation
* Wellbeing Programs
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_

**Supervisors Comments and Recommendations**

**Learning Support Team Recommendations Date:\_\_\_\_\_\_\_\_**

**Learning Support Team LAST Assessment**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_**

**Assessments**

* Literacy
* Numeracy
* Receptive and Expressive Language
* Behaviour
* Student Observations

**Assessments Administered and Results**

**Recommendations**



**Senior School Psychologist Parent Referral Form**

|  |  |  |
| --- | --- | --- |
| Student Background | | PRIVACY NOTICE |
| Student name |  | This information is being obtained to assist the Senior School Psychologist 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 Senior School Psychologist. |
| Date of birth |  |
| Date of referral |  |
| Parent/caregiver |  |

Please speak with your child’s class teacher or the Senior School Psycologist if you would like help to complete this

form.

|  |
| --- |
| **Reasons for Referral/ What concerns do you have?** |
| Briefly describe concerns: |
| **Developmental History (e.g. has your child ever been seriously ill or had an accident?)** |
| Briefly describe illness or accident: |
| **Previous Assessments (e.g. Doctor, Psychologist, Paediatrician, Speech Therapist)** |
| Please describe any previous assessments and the outcomes of the assessment/s: |
| **Is there anything else you would like the Senior School Psychologist to know?** |
|  |
| **What you hope will happen as a result of the Senior School Psychologist seeing your child.** |
|  |

|  |  |
| --- | --- |
| **I have read the privacy notice and give permission for the Senior School Psychologist to:** | |
| Carry out assessment and counselling as required | Yes / No |
| Contact the authors/ agencies of any reports I have provided | Yes / No |
| Exchange information with these authors/agencies | Yes / No |
| **Parent/Caregivers Signature Date** | |



**Senior School Psychologist Teacher Referral Form**

**From Learning Support Team**

|  |  |
| --- | --- |
| Student name |  |
| Class / Teacher |  |
| Date of birth |  |
| Date of referral |  |

|  |
| --- |
| **Reasons for Referral** |
| Specific details: |
| **Classroom Achievement** |
| Comments on Reading. Spelling, Numeracy etc |
| **Language Skills** |
| Comments on expressive and receptive language, fluency |
| **Physical Skills** |
| Gross motor and fine motor |
| **Behaviour /Social Skills/ Attendance patterns** |
|  |
| **What strategies have been tried and with what success?** |
|  |
| **What outcomes would you like from this referral?** |
|  |

Information/Permission Form requested from Parent/Caregiver Yes/No

## Assessment package

***Curriculum***

*Reading*

* K-2 Screening test for Reading Failure
* Edwards and Summers Word Recognition
* BURT Word test
* NEAL Educheck
* Sutherland phonological awareness test
* Waddington Reading Test 1 and 2
* Reading recovery assessments

*Writing*

* Writing assessment rubric
* Hearing and Recording Sounds

*Spelling*

* South Australia Spelling Test
* Waddington Spelling Assessment one and two

*Speaking and Listening*

* Hearing and Recording sounds
* Kindergarten Speech and Language Checklist
* Language Assessment

*Behaviour*

* Checklist