



The ESES Team

The ESES team is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning support needs of students through the coordination, development, implementation, monitoring and evaluation of educational programs.

Team aims

A prime function of our ESES team is to ensure that the needs of all students in the school are being met using a three-tiered model of support addressing universal, targeted and intensive supports for students and teachers. A key feature of our learning support team is the facilitation of collaborative planning between teachers, support staff, parents and students. Our learning support team also addresses **whole school need, teacher need and student need**.

Why implement an ESES Team?

The implementation of an ESES can be of great benefit to a school. It will:

- enable **coordination of support**.
- enhance the **collaboration and provides 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 support needs.
- establish guidance and support systems for all staff in order that they can cater for students with support needs.
- ensure that programs based on current research and best practices are implemented for students with support needs.
- equitably distribute resources based on need with clear criteria for resource allocation.



RESPECT

RESPONSIBILITY

COOPERATION



ESES Teams work when:

- teachers see the learning support team as a support for their classrooms.
- processes are inclusive, well organised and understood by all.
- teachers are involved in the identification of outcomes for 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.
- the ESES team is seen as a group of professionals who coordinate support for teachers and students rather than a step in the referral process to other services.

Adapted from: Hoskins, B. (1996) *Developing Inclusive Schools*

ESES team members

In principle, every teacher is a member of the ESES. However their participation will vary according to the function of the team at a particular time e.g. whether or not our team is focusing in universal, targeted or intensive supports.

The intensive / caseload team is:

Team facilitator – LaST

School Principal

Learning and Support Teacher (LaST)

School Counsellor

Primary and Secondary Representatives

Roles of ESES team

Principal

- ensure recommendations by ESES are included in the School's Plan.
- attend meetings and oversee due process.

ESES Facilitator

- convene regular meetings.
- Develop meeting agenda.
- keep and distribute minutes.
- maintain ESES documents.

ESES

- identify school needs.
- establish school priorities.
- training and development –Professional Learning.
- coordinate resources (human and material).
- identify resource needs.
- assist in development of ESES policy and procedures.
- collaboratively plan to develop action plans with strategies to support students.
- liaise with students, parents and outside agencies.
- Review adjustments at the end of Semester 1.

Learning and Support Teacher (LaST)

- establish, evaluate and monitor programs with SLSOs.
- supervise SLSOs.
- support teachers with writing Personalised Learning Plans PLPs.
- discuss alternatives with teachers prior to presenting to the ESES team.
- support teachers uploading data into Sentral.
- follow up from ESES meeting to support teachers in implementing recommendations.
- 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.
- assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.

Primary and Secondary Representatives

- Utilize expertise of these members to support the ESES Team based on recommendations and LaST.
- Ensure adjustments are being reviewed each term by classroom teachers.
- Primary K-6: behaviour, attendance, learning, support, adjustments, testing, referrals and professional learning.
- Secondary 7-12: behaviour, attendance, learning, support, adjustments, testing, referrals and professional learning.

Roles of ESES team

Classroom Teachers

- implement program adjustments to meet students needs
- follow steps 1 to 3 to address concerns and meet the needs of the student. This includes making instructional adaptations first and then collaborating with your stage team
- refer students to ESES when programs are not meeting students' needs
- attend ESES meetings when required
- implement ESES recommendations.
- monitor student progress and inform ESES.
- Review adjustments at the end of each Term.

School Counsellor

- To follow up on external deadline assessment requirements; in school referrals; to offer support to parents and to run social programs with specific classes to target identified students.

What does our ESES team

When implementing an ESES team it is important that schools determine a priority order and gradually work through areas of need. The ESES team may:

- develop the schools policy for students experiencing difficulties in learning or those requiring extension.
- implement school 'identification' procedures in order that students experiencing difficulties in learning receive 'early' and 'appropriate' instruction.
- develop referral systems for classroom teachers to access support services.
- establish mechanisms to coordinate support personnel within the school (e.g. LaST, Counsellor, external agencies).
- implement school 'levels of support' for classroom teachers in order that they can access appropriate personnel and cater for students experiencing difficulties in learning.
- establish support systems for specialist personnel within the school (e.g. policy/ model implementation, funding issues).
- implement mechanisms for on-going support services for students (e.g. progressive monitoring and record keeping).
- provide direction for professional learning programs.
- assist the school with the selection, implementation and evaluation of resources for students experiencing difficulties in learning and those requiring extension.
- establish communication and liaison procedures within the school community (e.g. school based/ home based programs, parent referral procedures).
- implement effective models and programs to improve student outcomes (e.g. early intervention programs, assessment procedures, programs based on current research and best practice in the area of learning difficulties, effective teaching strategies, monitoring and evaluation procedures).
- identify and provide professional learning opportunities for all staff to support the aims of the Learning Support Team in meeting the learning needs of all students.

ESES team Operation Guidelines.

The ESES team at Yeoval Central School will operate in the following ways:

- The ESES will meet on a fortnightly basis.
- Caseload reviewed weeks 5 and 10 of each term.
- Attendance reviewed weeks 4 and 9 of each term (unless determined by primary and secondary representative the need for individual cases).
- Meetings will have necessary agenda each week.
- Minute taking will be rotated around the team members. It is the minute takers duty to distribute the minutes for that meeting.
- Access requests will be completed by relevant primary/secondary representative.

Student is identified by class teacher as having learning and/ or support needs.

Step One

Instructional adjustments are made to class program.

These may include;

- simplifying instructions
- prompting/cues
- corrective feedback
- grouping students with similar instructional needs
- peer and/or parent support in classroom (i.e. parent home readers)
- additional practice of skills
- reflect on classroom routines
- explicit teaching
- implement individual behaviour program.

Step Two

Collaborative problem solving with colleagues

Teacher meets with colleagues to collaboratively problem solve and cater for students needs.

- Concerns are raised with AP/HT at faculty meeting.
- AP/HT and colleagues provide ideas and strategies for supporting the student and teacher.
- Class teacher will be supported by AP/HT to develop a Personalised Learning Plan (PLP). This plan should be discussed with the LaST.
- Personalised Learning Plan will be implemented.
- Parents are contacted via phone call to make them aware of the concerns about the student's progress. Record in welfare module of Sentral.
- Progress on plan will be reviewed after 6 weeks through faculty Meeting

Step Three

Support from school resources - LaST

After step 1 and 2 have been implemented and the student is still not progressing according to expectations, the teacher will discuss the student with the LaST and present the current strategies, including PLP, and discuss future plans.

The teacher may refer the student to the ESES team. The referral will be uploaded into Sentral.

Support from school resources – ESES team

After step 1 and 2 have been implemented and the student is still not progressing according to expectations, the teacher may refer the student to the ESES.

The ESES team will coordinate a response to the referral utilising school resources including LaST or School Counsellor. If a referral is to be made to the school counsellor it must be completed and signed. (Sentral)

Step Four

Support from out of school resources

- If a student has support needs that cannot be met by school resources, the ESES can seek support from regional or state resources.
- Students are only referred for support after extensive intervention by the class teacher and school resources.
- It is important the parents are involved in the decision making process at this stage of intervention and that communication and collaboration exists between specialists and school personnel

ESES Team Tier Criteria for Supporting Students with Additional Learning Needs

1	TIER ONE
	Students in this tier receive funding support directly through Integration Funding Support. The amount of funding for these students is in excess of \$6, 400 annually. These students have a disability confirmation sign off and the funding is used to directly support them usually with a Student Learning Support Officer.
	These students may have an intellectual disability or sensory impairment and have particular curriculum access needs. Students in this tier experience quite significant difficulties with literacy and numeracy across all the KLAs and differentiated teaching and learning activities are needed.
	Frequent additional opportunities are required for practicing skills. Pre-teaching of vocabulary and ideas, the provision of easier texts and peer tutoring are the type of strategies that can be used. Support is provided through school and support personnel to assist the teacher to adjust the class program for the student.

2	TIER TWO
	<p>Students in this tier have been identified through the school using a range of data. They have specific behaviour and or academic needs that are extreme and have been identified by the class teacher, school counsellor or parent Students at this level have a specific need which has been diagnosed by the school or outside personnel. Identification at school level must be through counsellor referral.</p> <p>Students at this level will receive individual support as determined by the ESES. This may include in class or external support on the playground.</p>

3	TIER THREE
	<p>Students in this tier do not receive individual support. Students in this tier have been identified by class teachers through school based assessments. Students targeted in this tier have been identified through:</p> <ul style="list-style-type: none"> - S.A. Spelling Test performing significantly below chronological age - BURT Reading Test performing significantly below chronological age - Waddington Comprehension Test performing significantly below chronological age - NEALE Test performing significantly below chronological age -Reading Age/Level through PM Benchmark significantly below (a grade or more below) -NAPLAN is in Band 1 for literacy/numeracy - PAT results -Literacy/Numeracy Continuum clusters indicate the student is below stage outcomes (two or more clusters below expected) -Students are working at a stage or more below expected outcomes in literacy and or numeracy <p>Students in this tier have their additional needs met through a small group setting with a Student Learning Support Officer or LaST focusing on their specific areas of need.</p>

4

TIER FOUR

Students in this tier have been identified by class teachers through school based assessments.

Students targeted in this tier have been identified through:

- S.A. Spelling Test performing significantly below chronological age
- BURT Reading Test performing significantly below chronological age
- Waddington Comprehension Test performing significantly below chronological age
- NEALE Test performing significantly below chronological age
- Reading Age/Level through PM Benchmark significantly below (a grade or more below)
- NAPLAN is in Band 1 for literacy/numeracy
- PAT results
- Literacy/Numeracy Continuum clusters indicate the student is below stage outcomes (two or more clusters below expected)
- Students are working at the beginning of stage/bordering stage outcomes in literacy and/or numeracy

Students at this level require adjustments at the classroom level

Role of the Learning and Support Teacher

The *Learning and Support Teacher* will, through the school's ESES 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.
- 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 ESES team.
- assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.

In undertaking their work the *Learning and Support Teacher* will not be used to provide relief for teachers/executive or to establish a separate class.