

## The Learning Support Team

The Learning Support Team (LST) is a whole school planning and support mechanism. The team is formed with the purpose of addressing the learning and support needs of students through the coordination, development, implementation, monitoring and evaluation of educational programs.

### Team Aims

A prime function of our LST 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 LST is the facilitation of collaborative planning between teachers, support staff, parents/caregivers and students. Our LST also addresses **student need, whole school need** and **teacher need**.

### Why implement a Learning Support Team?

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

- Enable **coordination of support**
- Enhance **collaboration and provide collegial support** to school personnel and the wider community
- Ensure a whole school ongoing plan is implemented to meet the needs of students with additional learning and support needs
- Establish guidance and support systems for all staff to enable them to successfully cater for students with additional learning and support needs
- Ensure that programs based on current research and best practices are implemented for students with additional learning and support needs
- Equitably distribute resources based on need with clear criteria for resource allocation



## Learning Support Teams work well when:

- Teachers see the LST 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 LST 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

## Learning Support Team Members

In principle, every teacher is a member of the LST. However, their participation will vary according to the function of the team at a particular time (eg. whether or not our team is focusing on universal, targeted or intensive supports).

The intensive/caseload team is:

- LST Coordinator
- Principal
- School Counsellor
- Wellbeing Coordinator
- Learning and Support Teachers

## Learning Support Team Roles

### Principal

- Ensure recommendations by LST are included in the School's Strategic Improvement Plan
- Attend meetings and oversee due process
- Approve requests

### LST Coordinator

- Convene regular meetings
- Develop meeting agenda and complete meeting minutes
- Maintain LST documents

### Learning and Support Teacher (LaST)

- Establish, evaluate and monitor programs with SLSOs
- Supervise SLSOs (including providing support to complete and review PDPs)
- Support teachers with writing Individual Education Plans (IEPs) and Personalised Learning Plans (PLPs)
- Support teachers uploading data into Sentral
- Follow up from LST meetings to support teachers in implementing recommendations
- Work collaboratively with teachers to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
- Assist with professional learning for teachers and SLSOs within their school and local network of schools where appropriate
- Support teachers to identify resource needs
- Assist in the development of LST policies and procedures
- Collaboratively plan to develop action plans with strategies to support students
- Liaise with students, parents and outside agencies
- Ensure adjustments are being reviewed regularly by classroom teachers
- Complete funding submissions for students, including Access Requests and special equipment support (in consultation with relevant teaching staff and School Counsellor)
- Facilitate completion of NCCD requirements

### Wellbeing Coordinator

- Liaise with students, teachers, parents and outside agencies in relation to student welfare issues
- Monitor student attendance and liaise with LST and HSLO to resolve attendance issues
- Coordinate Year Advisor roles and responsibilities
- Liaise with Youth Worker to plan schedule

### Classroom Teachers

- Implement program adjustments to meet student needs
- Follow LST referral flow chart to support individual student needs
- Refer students to the LST when programs and instructional adaptations are not meeting needs
- Attend LST meetings when required
- Implement LST recommendations
- Monitor student progress and report back to LST
- Review adjustments at the end of each semester

## School Counsellor

- Follow up school referrals
- Offer counselling support to students and parents
- Complete cognitive and behavioural assessments
- Manage individual student disability confirmations
- Provide feedback to LST

## Learning Support Team Responsibilities

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

- Develop the schools policy for students experiencing difficulties in learning or those requiring extension
- Implement school 'identification' procedures so 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, School Counsellor, external agencies)
- Implement school 'levels of support' for classroom teachers to support access to appropriate personnel and cater for students experiencing difficulties in learning
- Establish support systems for specialist personnel within the school
- Implement mechanisms for on-going support services for students (eg. 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 (eg. school based/ home based programs, parent referral procedures)
- Implement effective models and programs to improve student outcomes (eg. 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 LST in meeting the learning needs of all students

## Learning Support Team Operation Guidelines

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

- The LST will meet throughout each term (typically weeks 2, 5 and 8)
- New student referrals discussed at each meeting
- Ongoing student referrals reviewed periodically
- Student attendance reviewed at each meeting and follow up recommendations made
- Learning and Support Teacher's workload to be guided by LST minutes and action plan

## Learning Support Team Referral Process

**Student is identified by class teacher as having additional learning and support needs**

### STEP ONE

Make **instructional adjustments** to class program. These may include:

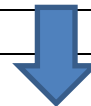
- Simplifying instructions
- Prompting/cues
- Corrective feedback
- Grouping students with similar instructional needs
- Peer and/or SLSO support in classroom
- Additional practice of skills
- Reflect on classroom routines
- Explicit teaching
- Implement Individual Behaviour Plan
- Contact parent/caregiver



### STEP TWO

**Collaborative problem solving with colleagues**

- Teacher meets with colleagues to collaboratively problem solve to support individual student 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 and/or review Personalised Learning Plan (PLP). This plan should also be discussed with the LaST.
- Personalised Learning Plan implemented
- Contact parent/caregiver to update
- Progress with plans to be reviewed at faculty meeting after 3-6 weeks

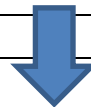


### STEP THREE

**Learning Support Team Referral**

After steps 1 and 2 have been implemented and the student is still not progressing according to expectations, teachers are encouraged to refer the student to the LST. Complete a referral form (Sentral: Communication/Documents/LST referral form).

The LST will coordinate a response to the referral utilising school resources including the LaST and School Counsellor or our Youth Worker. If a referral is to be made to the School Counsellor it will be completed by the LaST and sent home for parent/caregiver approval. Referrals to the Youth Worker are completed by the Wellbeing Coordinator.



### STEP FOUR

**Support from out of school resources**

- If a student has support needs that cannot be met by school resources, the LST 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 that parents/caregivers are involved in the decision making process at this stage of intervention and that communication and collaboration exists between specialists and school personnel

## Tier Criteria for Supporting Students with Additional Learning and Support Needs

<b>1</b>	<b>TIER ONE</b>
	<p>Students in this tier receive funding support directly through Integration Funding Support. These students have a disability confirmation sign off and the funding is used to directly support them, usually with the assistance of a Student Learning Support Officer (SLSO).</p> <p>These students may have an intellectual disability or sensory impairment and have particular curriculum access needs. Students in this tier can experience quite significant difficulties with literacy and numeracy across all of the KLA's and differentiated teaching and learning activities are needed.</p> <p>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. An Individual Education Plan (IEP) is developed for these students to support achievement of goals.</p>
<b>2</b>	<b>TIER TWO</b>
	<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.</p> <p>Students at this level will receive individual support as determined by the LST. This may include classroom or playground support. A Personalised Learning Plan (PLP) is developed for these students to support achievement of goals.</p>
<b>3</b>	<b>TIER THREE</b>
	<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"> <li>- S.A. Spelling Test performing significantly below chronological age</li> <li>- BURT Reading Test performing significantly below chronological age</li> <li>- Waddington Comprehension Test performing significantly below chronological age</li> <li>- YARC Test performing significantly below chronological age</li> <li>- Reading PM Benchmark is significantly below stage level</li> <li>- NAPLAN is in Band 1 or 2 for literacy/numeracy</li> <li>- PAT results</li> <li>- Literacy/Numeracy learning progressions indicate the student is below stage outcomes</li> </ul> <p>Students in this tier require adjustments at the classroom level. They have their additional needs met through a small group setting with a teacher/SLSO/LaST/IL focusing on their specific areas of need. A Personalised Learning Plan (PLP) is developed for these students to support achievement of goals.</p>

---

### Resources:

Disability Standards for Education 2005

Disability Discrimination Act 1992

Hoskins, B (1996) Developing Inclusive Schools

### Policy reviewed by Learning Support Team:

September 2020

*Rochelle O'Brien, Alana Kerin, Natasha Freeth, Nicole Bliss*

Endorsed by the Executive, P&C and SRC

NB To induct staff

### Next review:

November 2023

## Appendix 1: Role of the Learning and Support Teacher

The *Learning and Support Teacher* will, through the school's LST, 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* provide 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/caregiver 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/caregiver
- 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
  - 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 LST
- 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* should not be used to provide relief for teachers/executive or to establish a separate class.