**Woodland Road Public School**

**Learning and Support Policy**

**(Revised 2013)**

**Rationale**

Prime responsibility for meeting the needs of students with disability or additional learning needs lies with the school and the classroom teacher.

It is everyone’s responsibility to contribute to learning and support to enable the delivery of quality learning experiences for each student by maximising the teacher’s capability.

Learning and support teams (LST) play a role in leading the school’s responses to students with disability under the legislation and supporting teachers to meet these and other obligations to students.

**The role of the Learning and Support Team**

* Facilitate and coordinate a whole school approach to improving the learning outcomes of every student.
* Coordinate planning processes and resourcing for students with additional learning and support needs.
* Design and implement the supports required to build teacher capacity to deliver adjustments that enable all students to access quality learning.
* Develop collaborative partnerships with the school, parents, other professionals and the wider school community

**Framework for Learning and Support**

The framework for Learning and Support provides a platform for the delivery of high quality learning and support. The learning and support team facilitates the implementation of the learning and support framework:

* ***Curriculum*** – Working towards high quality outcomes through rigorous, meaningful and dignified learning for every student.
* ***Teaching and Learning*** – Having high expectations for every student and providing adjustments to support the individual’s learning needs.
* ***Collaboration*** – Personalised learning and support plans developed and implemented in full collaboration with the students and/or their parent and carers.
* ***Teacher quality*** – Sustaining high quality professional learning and support for teachers and their school community to understand and address the diverse learning needs of students.
* ***Accountability*** – Meeting our obligations under the Disability Standards for Education.

**Disability Standards for Education**

As a school we will implement the Disability Standards for Education. The Commonwealth Disability Standards for Education 2005 covers the following five areas:

* Enrolment, parent choice
* Access and participation
* Curriculum development, accreditation and delivery
* Student support services
* Elimination of harassment and victimisation

The Standards require schools to treat students with disabilities on the same basis as students without disability.

The Standards include obligations for making reasonable adjustments to the student’s learning program and/or learning environment.

Students with disability and their parents must be consulted on the personalised adjustments that will be provided.

**Personalised Learning and Support**

LST plays a role in facilitating and supporting planning for personalised learning and support.

A highly effective and integrated approach to learning and support takes account of high expectations and the interrelationships between individual student learning and support need. It is a child centred approach.

In order to understand the whole student, to effectively personalise their learning, the following is considered:

* Learning: assessment; curriculum; instruction; collaboration
* Support: communication; health care; wellbeing; participation

**Planning Process**

To remain responsive to the changing needs of individuals and groups of students the LST will use whole school data to underpin the decision making process..

The LST:

* identifies students with additional learning and support needs regardless of cause
* analyses evidence and data to understand more fully students’ learning and support needs
* prioritises the needs of these students and their teachers
* allocates resources (teachers, funding, programs) to meet the needs of students
* regularly evaluates efficacy of interventions and re-aligns services.

Each step in the planning process is supported by effective communication and collaboration.

**Learning and Support Membership**

*Core members*: Principal, Learning and support teacher and School counsellor.

*Other members may include*: Class teachers, Parents, School learning support officers.

*Contributors* may include members of the school community with specific expertise such as ESL, Student welfare, Aboriginal education and Out of Home Care.

Contributors may include other specialist expertise such as Occupational therapist, paediatrician, physiotherapist and speech pathologist.

**Implementation**

* Regular weekly meetings will be held on a school counsellor day
* Student learning and support needs are discussed with solutions and strategies prioritised
* Where possible the class teacher and if needed the SLSO will attend
* Minutes are documented with agreed actions listed
* The LST monitors the agreed actions to ensure effective implementation
* It is important to note that the LST is not static and is responsive to context, opportunities and change

**Member’s Roles and Responsibilities**

Principal

* Ensure that the learning and support team have a high profile and is a key decision making body within the school
* Ensure LST recommendations are carried out

Learning Support Teacher

* Provide professional specialist advice and assistance about students with additional learning and support needs
* Assist to cater for the professional learning needs of class teachers within the school
* Convene meetings and organise appropriate staff to attend
* Maintain LST documentation and collate appropriate documentation for referrals
* Organise review meetings
* Coordinate support programs within the school including OOHC
* Monitor attendance (including LAMP sheets) and liaise with Principal and HSLO

Learning Support Team Members

* Actively pursue system improvement and a culture that is supportive and welcoming of diversity
* Play a key role in the provision of support for all teachers through professional learning that builds teacher capability
* Play a role in the coordination, management and planning for personalised learning and support
* Establish systems to assist teachers and the school to understand the whole student in order to effectively personalise their learning and support
* Recommend whole school actions in relation to students’ learning and other needs
* Liaise with parents, students, teachers, other Departmental staff and outside agencies where appropriate
* Allocate resources to address learning needs and monitor students’ progress
* Ensure action plans are followed up promptly

Teaching Staff

* *Recognise* each student’s abilities, strengths and needs
* *Respect* each student’s individual differences
* *Respond* to each student’s learning and support needs
* Provide quality learning experiences that are *rigorous*, *meaningful* and *dignified*
* Refer students (through a referral form) to the LST in consultation with team leader when current programs are not meeting needs of a student (including students referred off Reading Recovery)
* Attend LST meetings when required and implement LST recommendation
* Complete appropriate paperwork as requested by LST including the development of Personalised Learning Plans,
* Monitor student progress and keep the LST informed of outcomes.
* Complete LAMP sheets when required and refer to LST Coordinator
* Maintain contact with parents and inform LST of any changes or paperwork that has been provided to them

Team Leader

* Refer students to the LST in consultation with the class teacher when current programs are not meeting needs of a student (including students referred off Reading Recovery)
* Attend LST meetings when required
* Support the class teacher’s development and implementation of personalised learning support programs as well as monitoring the student progress.

School Counsellor

* Participate in the work of the LST
* Provide counselling and psychological assessment of students with specific needs using psychological and educational tests, ratings scale and observation
* Report and explain results of student assessment to the LST, teachers and parents
* Provide advice concerning future teaching learning programs for referred students based on the results of student assessment and information from other sources
* Provide information on other available options or agencies for referred students