Hornsby North Public School

Learning Support Policy
Rationale

The Learning Support Team at Hornsby North 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 students identified as presenting with physical, social, emotional, behavioural and/or academic concerns. It also includes those students identified as being gifted and talented.

The team is a decision-making body and will aim to maximise the use of school resources and personnel, to have a coordinated and efficient structure aimed at improving the learning conditions and outcomes for students and staff. Class teachers have responsibility for meeting the needs of all students in their class.

Hornsby North Public School is committed to offering an inclusive curriculum to ensure the best possible progress for every student.

Aims

- Enhance the educational opportunities and outcomes for every student and specifically to ensure the successful inclusion of students with individual/special needs in all school academic, social, creative, sporting and extra-curricular opportunities
- To ensure students with special needs are identified and that a learning support plan is developed, implemented, monitored and evaluated and that their needs are met.
- To offer a continuum of specialist support which is flexible and tailored to meet individual learning needs.
- To offer and access external support for students, to cater for their individual needs.
- To assist classroom teachers to develop, implement, monitor and evaluate individual education programs for students with special needs.
- To ensure all students identified with individual needs are assisted and their individual education plan be monitored and evaluated throughout their school life.
- To monitor the efficiency of support services being accessed by students receiving integration funding such as School Learning Support Officer (SLSO), District Itinerant teacher support, District STLA support, Access Request Applications RSSSP Funding (short term funding; usually a one-off amount that schools access through the behaviour team) and Flexible Funding etc to ensure they remain effective in supporting the student.

Membership of the Learning Support Team (LST)

The following staff will comprise the ongoing core of the LST:

- Principal
- LST Coordinator (Deputy Principal)
- School Counsellor
- ESL Teacher
- STLA (if based at Hornsby North PS)
- Teacher representative/s from K-2 and 3-6 (preferably a member each from Early Stage1/Stage1; Stage 2 and Stage 3)
Regular contributors to the team:

- Referring Class/Stage Teacher (having already discussed student with their supervisor)
- School Learning Support Officer
- District Itinerant Support Teachers / Consultants / Behaviour Teams
- District Guidance Officer
- Non-DET specialists (eg speech/occupational therapist; psychologists etc)
  - paediatricians, Behavioural Optometrist, Stewart House, DADHC, Police
  - Juvenile Justice)

Individual case/review meetings may also include:

- Parent/Caregiver
- Case workers (where DoCS or independent agencies involved eg)
- Consultants/agencies/medical practitioners engaged by the parent/carer

Roles and Responsibilities within the Learning Support Team

Principal / appointed nominee:
- Actively supports and promotes the LST
- Ensures LST recommendations and decisions are carried out

LST Coordinator:
- Convenes meetings
- Develops meeting agenda and keeps minutes of all meetings and review meetings
- Schedules adequate time for LST meetings
- Files and distributes minutes to LST members and stake holders as appropriate
- Keeps Principal advised of student referrals and ongoing actions within the school
- Signs off on LST referrals, programs, interventions and reports where required
- Organises, timetables and informs participants of annual student review meetings
- Maintains ongoing liaison and discussions with School Counsellor on all referred and integration students
- Supports/mentors all staff regarding how to support students in the classroom or advise “where-to-next” for plans, programs and referrals to DET and outside agencies

LST member:
- Attends LST meetings
- Promptly implements assigned tasks
- Collaboratively makes decisions on the individual learning needs of students
- Recommends appropriate whole school actions in relation to student learning needs in collaboration with LST

Other Stakeholders Roles and Responsibilities - Teaching Staff:

- Refers students to school LST (after consultation with parent, appropriate grade / stage / supervisor) when current programs are not meeting students needs
- Follows protocol of LST referral system
- Attends student review/support meetings organised by LST when required
- Implements LST recommendation/s
- Monitors student progress and informs LST
The Role of the Learning Support Team

- Meet fortnightly (currently on Wednesday mornings; 8:30am in ESL room)
- Keep accurate minutes for all LST meetings and provide a copy to the Principal, the Counsellor, all absent members and keep a copy for all members to access in the LST Meeting file
- Make the LST minutes available to staff in the LST folder on the school intranet
- Keep and maintain records on individual students discussed at the LST meeting
- Ensure ongoing feedback is provided to classroom teachers
- Inform staff of the protocols required for referrals to the LST and School Counsellor and provide referral forms through the LST Co-ordinator and school intranet
- Co-ordinate the development, implementation, monitoring and evaluation of support plans for referred students
- Ensure ongoing and effective communication with families of referred students including minimum of one review meeting each year, early in second semester, for students receiving integration funding
- Access support services, including external agencies, to support students and their individual needs
- Monitor and evaluate accommodations and adjustments to teacher programs, in line with NSW DET Assessment and Reporting Policy (2006) for all students identified as having an intellectual disability, students in Bands 1 and 2 in NAPLAN and students identified as requiring Learning Assistance and not able to access the outcomes for their chronological stage of learning
- Assist teachers to write, implement, monitor and evaluate individual learning programs, individual behaviour plans and, risk assessments and individual transition programs
- Assist teachers to access, monitor, update students’ digital profiles on the school’s intranet to aid with effective sharing of information, strategies and needs of students diagnosed with disabilities (including but not limited to ASD, Aspbergers, Down Syndrome, ADD, ADHD, ODD)
- Assist teachers to cater for students with special needs in the mainstream setting
- Ensure students requiring transition assistance have an individual transition plan for effective transition from Pre-school to Kindergarten or from Year 6 to High School.
- Make informed decisions and/or recommendations regarding how to best cater for a referred student’s needs, considering all available information and data
- Work as closely as possible with all agencies supporting a student, when making ongoing decisions about a referred student
- Monitor and evaluate the School Learning Support Officers’ (SLSO) timetables in consultation with class teachers
- Provide professional learning (within school and by accessing outside support and TPL) that cater for the needs of all students with special needs
- Review placement options for students each year to best cater for the individual needs, learning styles and property requirements of students
- Where possible, provide social stories and visual support materials for students with intellectual disabilities to add changes to routines/transition to following year
- Meet all DET, NSR and district requirements as stipulated in policies, including but not limited to the Office of School Plans, Regional/District Management Plans and the HNPS 1-3 year school plans and ASR targets, as related to meeting the outcomes for students with identified learning needs
- Ensure the best possible progress of every learner with special needs

Hornsby North Public School - Learning Support Policy (revised 2009)
Accessing the Learning Support Team

Teachers can access the Learning Support Team by:

- Completing a LST Referral Form (example attached) located in the LST Folder on the School Staff intranet or getting a hard copy from the LST Co-ordinator (DP) or copies located in the Staffroom (this must be co-signed by your grade supervisor before submitting to the LST)

- Discuss concerns, queries with the LST Co-ordinator with the understanding that a referral must be filled out for a student if required

- Complete a teacher-referral to the School Counsellor (having prior discussed this option with your grade supervisor and/or the LST Co-ordinator)

What happens then?

- The members of the LST will read over the referral at the next LST meeting and decide what process needs to be followed. Sometimes referring teachers and other teachers may need to be approached to give additional information.

- The classroom teachers will be kept informed of the process of the referral and what decisions that can be made in regards to supporting the student.

Evaluation of the School Learning Support Policy

This policy will be evaluated periodically. It will focus on the achievement of the aims of this policy in terms of the success of program strategies, student outcomes and the effective utilisation of our resources, taking into account future needs. An evaluation report will be made to the Principal and then to the Executive and staff and recommendations acted upon.
Hornsby North P.S. Learning Support Team Referral

<table>
<thead>
<tr>
<th>Student:</th>
<th>Referring Teacher:</th>
<th>Supervisor signature:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Class:</th>
<th>D.O.B.:</th>
<th>Age:</th>
<th>Previous Yr’s Class &amp; Teacher</th>
</tr>
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</table>

Previous Intervention/Assessments (please tick)

<table>
<thead>
<tr>
<th>PRIVATE</th>
<th>SCHOOL</th>
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<tbody>
<tr>
<td>Speech Ther.</td>
<td>StLA</td>
</tr>
<tr>
<td>Occ. Therapy</td>
<td>Behav.</td>
</tr>
<tr>
<td>Vision</td>
<td>TA(S)</td>
</tr>
<tr>
<td>Counselling</td>
<td>Counsellor</td>
</tr>
<tr>
<td>GATS</td>
<td>GATS</td>
</tr>
<tr>
<td>Paediatrician</td>
<td>IR</td>
</tr>
<tr>
<td>Psych</td>
<td>ISTB</td>
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<tr>
<td>Other</td>
<td>ESL</td>
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<tr>
<td>(specify)</td>
<td>HSLO</td>
</tr>
<tr>
<td>(specify)</td>
<td>OTHER?</td>
</tr>
</tbody>
</table>

Stage Priority: ☐ Most Urgent ☐ Urgent ☐ Not Urgent

Area of Support: ☐ S.T.L.A ☐ GATS ☐ Welfare ☐ Counsellor ☐ Other
☐ ESL ☐ Aboriginal

Reasons for Referral:

STLA/ESL Strategies Used to Date: Please refer to the back of this page.

Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4 ☐

Other (specify):

Identified Strengths:

Identified Weaknesses:

Other relevant background information (e.g. attendance, possible causes, health, record card info, behaviour)

Performance: (Relative to grade level as per report card) (please circle current level of attainment)

<table>
<thead>
<tr>
<th>Reading Level:</th>
<th>Language</th>
<th>Maths</th>
<th>Gross Motor Skills</th>
<th>Fine Motor</th>
</tr>
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<tbody>
<tr>
<td>L B S H O</td>
<td>L B S H O</td>
<td>L B S H O</td>
<td>L B S H O</td>
<td>L B S H O</td>
</tr>
</tbody>
</table>

COMMENTS & ANY OTHER RELEVANT INFORMATION: (incl. BST if applicable)

What parent contact, if any, has been made regarding this referral?

What outcomes would you like to see from this referral?

Class Teacher (sign) ____________________________

Please forward to L.S.T Co-ordinator

Initials Date
School Levels of Support

Level 1 – Adaptations to the Class Program

Students experiencing difficulty in learning are catered for by the class teacher within the regular classroom program. This will involve modifications and/or adaptations to the class program. These modifications could include:

- Simplifying instructions
- Prompting/cues
- Corrective feedback
- Group work
- Peer or parent tutor programs
- Individualised instruction
- Explicit teaching
- Appropriate text levels
- Practice of skills

Level 2 – The Student is catered for effectively by the teacher with collaborative problem solving with other staff

Teachers utilise collaborative problem solving with targeted colleagues to cater for student/s needs within regular classroom eg. Supervisor, STLA, discussion at grade/stage meetings, Learning Support Team members.

Level 3 – Support from School Resources

After levels 1 & 2 have been implemented if no progress has been made the classroom teacher refers the student to the Learning Support Team. Classroom teacher then caters for student/s with support from the Learning Support Team. Support may come from STLA, counsellor, other team members. Referrals are dealt with in a collaborative way ensuring that students receive duplication of services or over service.

Learning Support Team meetings may address some or all of the following:

- Discussion of problem area be referring teacher and support staff involved
- Brainstorming of instructional/intervention strategies and student needs
- Programs are selected, adapted or devised to suit student/s needs
- Personnel responsibilities defined
- Decisions are made within the roles/policies of support personnel (eg. mode of operation)
Personnel decide how program can be implemented on a daily basis (eg. Class teacher, STLA, peer/parent tutor, community helper…or a combination of several)
Organisational procedures for program implementation discussed
Timelines set for personnel intervention initially
Decisions are recorded
Set dates for follow up or progress meetings
At subsequent meetings decisions are made regarding program intervention and continuation, termination or referral for outside school support.

Level 4 – Support from Out-of-School Resource

The Learning Support Team seeks support from out of school services. This may involve an individual program developed with consultation and support from the following:

- Learning Assistance Coordinator [District AP/STLA]
- Special Education Centre Staff
- Special Education Consultant
- Itinerant Support Teachers
  - Integration
  - Behaviour
  - Hearing
  - Vision
  - Early Intervention
  - Transition
  - Substitute Care
- Speech Pathologists
- Early School support Teacher (if applicable)
- Early Learning Program Coordinator

Students are generally referred to out of school resources after extensive intervention by school support staff or specialist support. Program monitoring and evaluation may be shared by program personnel.
**Hornsby North Public School - Referral to School Counsellor**

* [Students Kindergarten to Year 6]
* For completion by the Class Teacher

**NB:** Information in this referral form will be reported to parent as part of the process of information gathering, assessment and reporting.

Please complete relevant sections. Other information may be attached.

**Please tick one:**

- First referral: ☐
- Re-referral: ☐

**Student’s name:** ___________________________

**D.O.B.:** ___ / ___ / ______

**Class:** _______  **Date of Referral:** ___ / ___ / ______

**Referring Teacher:** ___________________________

### Reason for Referral:

Specific comments:

<table>
<thead>
<tr>
<th>Academic skills [comments on reading, spelling, number etc]:</th>
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<table>
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<tr>
<th>Language skills [comments on expressive and receptive language, fluency]:</th>
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<tr>
<th>Physical skills [comments on gross motor, fine motor]:</th>
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**Behaviour / Social skills / Attendance:**

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**Hornsby North Public School – Referral to School Counsellor by Class Teacher**
HORNSBY NORTH P.S. - REFERRAL TO SCHOOL COUNSELLOR
FOR COMPLETION BY THE CLASS TEACHER

Page 2 of 2

Student’s strengths:

What strategies have been tried so far and with what success?

What outcome(s) would you like from this referral?

Teacher’s Name: _____________________________________
Signature: ___________________________ Date: _____ / _____ / ______

For completion by Grade/Stage supervisor [Princ., DP. or AP]:
Comments:

Supervisor’s Name: ___________________________
Signature: ___________________________ Date: _____ / _____ / ______

Referral form completed by parent or caregiver is attached: ☐
Cover sheet with student details is attached: ☐

Hornsby North Public School – Referral to School Counsellor by Class Teacher
**Privacy Notice:** This information is being obtained to assist the school counsellor 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 school counsellor.

Please speak with the teacher, stage supervisor or school counsellor if you would like help to complete this form.

**Reason for referral – what concerns do you have?**

**Developmental history [eg has your child ever been very sick or had an accident?]**

**Previous assessments - eg by doctor, psychologist, speech therapist [if yes, please say who and attach copies of reports if possible]**

**Is there anything else you would like the school counsellor to know?**

**What do you hope to happen as a result of the school counsellor seeing your child?**

I have read the Privacy Notice and give permission for the school counsellor to:

<table>
<thead>
<tr>
<th>1. Carry out assessment and counselling as required</th>
<th>Please circle</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES / NO</td>
<td></td>
</tr>
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<table>
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<tr>
<th>2. Contact the authors of the reports I have provided from the following agencies</th>
<th>YES / NO</th>
</tr>
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<tbody>
<tr>
<td>____________________________________________</td>
<td></td>
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<table>
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<tr>
<th>3. Exchange information with these agencies</th>
<th>YES / NO</th>
</tr>
</thead>
</table>

Parent / caregiver’s signature: ...........................................  Date: ___ / ___ / 2008

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**Student’s name:**

D.O.B.: ___ / ___ / ________

Date of Referral ___ / ___ / ________

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**Hornsby North Public School – Referral to School Counsellor by Class Teacher**
### STUDENT DETAILS:

<table>
<thead>
<tr>
<th>FAMILY NAME:</th>
<th>GIVEN NAME(S):</th>
</tr>
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<table>
<thead>
<tr>
<th>OTHER FAMILY NAMES:</th>
<th></th>
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<tbody>
<tr>
<td>(if applicable)</td>
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<table>
<thead>
<tr>
<th>DATE OF BIRTH:</th>
<th>GENDER (M or F):</th>
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### FAMILY DETAILS:

<table>
<thead>
<tr>
<th>HOME ADDRESS:</th>
<th>POST CODE:</th>
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<table>
<thead>
<tr>
<th>MOTHER</th>
<th>PHONE: Home:</th>
</tr>
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<tbody>
<tr>
<td>FAMILY NAME:</td>
<td>Work:</td>
</tr>
<tr>
<td>GIVEN NAME(s)</td>
<td>Mobile:</td>
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<table>
<thead>
<tr>
<th>FATHER</th>
<th>PHONE: Home:</th>
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<tbody>
<tr>
<td>FAMILY NAME:</td>
<td>Work:</td>
</tr>
<tr>
<td>GIVEN NAME(s)</td>
<td>Mobile:</td>
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<thead>
<tr>
<th>STUDENT LIVES WITH?</th>
<th>STUDENT'S POSITION IN FAMILY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(eg only, eldest etc)</td>
<td></td>
</tr>
</tbody>
</table>

| PLEASE LIST STUDENT’S SIBLINGS AND AGES: | |
| SIBLING 1: | AGE: (in 1H) |
| SIBLING 2: | AGE: |
| SIBLING 3: | AGE: |
| SIBLING 4: | AGE: |

### COMPLETE THE FOLLOWING IF RELEVANT:

| COUNTRY OF BIRTH: | NBR OF YEARS RESIDENCE IN AUSTRALIA? | |
|--------------------|--------------------------------------|

<table>
<thead>
<tr>
<th>LANGUAGE(s) SPOKEN AT HOME?</th>
<th>NBR YEARS OF ENGLISH?</th>
</tr>
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</table>

### SCHOOL DETAILS:

| TEACHER’S NAME: | DATE OF REFERRAL? | |
|-----------------|-------------------|

| SCHOOL COUNSELLOR’S NAME: | |
|---------------------------| |