



LEARNING SUPPORT POLICY

Rationale

St Patrick's Primary School is an inclusive school and aims to meet the needs of all its students. St Patrick's has a responsibility to provide a range of opportunities that enable each student to experience success and to develop to his/her fullest potential.

The Learning Support program is designed to allow for the enhancement of learning in those students experiencing difficulty, and for students with gifts and talents that set them apart from their peer group.

Scriptural Context

*"I come that you may have life and have it to the full."
John 10:10*

Aims

- To give the opportunity for all students across a wide range of fields to achieve their full potential.
- To assist staff identifying, catering for and ongoing monitoring of students with additional needs and exceptional abilities.
- To assist staff to plan programs for all students with additional needs and exceptional abilities thus enhancing student participation and engagement.
- To foster an inclusive environment where students with additional needs and exceptional abilities are accepted by others and supported.

Guidelines

- Teachers will identify all students' needs, and cater for mixed abilities within classrooms. Identification may include assessment, observation and recording of areas of concern, consultation with teachers, parents and Learning Support Teacher.
- The process of referral and testing will be carried out according to the Learning Support Flowchart on appendix 1.
- The expertise of all staff will be drawn on to ensure maximum benefits for all students.
- Staff are encouraged to participate in ongoing professional development.
- All students will be encouraged to develop an appreciation of the value of excellence and achievement.
- Specific resources will be provided both for staff professional development and the education of students with additional needs and exceptional abilities.
- Individual Education Plan will be formed in consultation with parents, classroom teacher, Learning Support Team and other necessary professionals (Speech Therapist, Child Psychologist, Occupational Therapist).
- Programs for students will be formally reviewed each semester.
- Applications for Commonwealth funding for Students with Additional Needs will be made in Term 3 each year for the following year by the Learning Support Teacher.
- Regular updates at General Staff Meetings will assist professional development of staff.
- The program's implementation may include: Support in the classroom, small group withdrawal, adjustments to assessments or curriculum and/or Therapy support.
- Students are given the opportunity to participate in a variety of enrichment activities. Students will be selected using a school based criteria to determine eligibility for programs offered. The Enrichment

Network Teacher will liaise with the school to provide support for classroom teachers.

Implementation

1. Learning Support Team

A. Membership may consist of the -

- Learning Support Teacher
- Learning Support Officer
- Principal/Assistant principal
- Classroom Teacher
- Parents/Carers
- Teacher Assistant
- Other Professionals. E.g. Speech Therapist

B. Function-

Definition: - The Learning Support Team is an interdisciplinary group that uses a systematic process to address the academic, social and emotional needs of the school community to enhance inclusion.

A Learning Support Team:

- works in collaborative partnerships to achieve appropriate educational outcomes for all students
- makes decisions regarding the use of funding from the Supplementary Funding Package allocated by the Catholic Education Office each November for the following year
- works in collaborative partnerships to achieve appropriate educational outcomes for whole school matters E.g. NAPLAN, specific year level or KLA concerns
- meets as required (before school, lunch, after school, during school time)
- accepts referrals through a prescribed process
- uses joint problem solving processes to improve student outcomes
- ongoing support given to teachers, students and parents as required
- maintains comprehensive ongoing records including minutes of meetings
- devises an action plan for each referral including teaching and learning adjustments

C. Roles and Responsibilities

- Principal/Assistant Principal has a pivotal role in modeling inclusive attitudes, behaviour and language within a school community.
- Learning Support Teacher co-ordinates meetings, assists with planning, shares specific knowledge and accesses external agencies, provides assessments and recommendations
- Classroom Teacher provides information regarding the students current level of performance and the supporting adjustments already in place
- Other professionals share their expertise related to the student's identified specific needs.

D. Meetings

Students with verified Disabilities/Commonwealth Funded

- One Individual Education Plan Meeting (IEP) or Transition Plan Meeting is held in each semester.
- The Learning Support Team meet in accordance with Diocesan guidelines. See Learning Support Manual.

Students with Learning Support Needs/Unfunded

- The LST will meet to discuss issues surrounding students with additional needs. These may include behavioural, extension, emotional, learning difficulties or any other deemed need. Minutes will be recorded and filed in the student's record file. Reports/minutes of meetings will be forwarded to parents and classroom teacher.

2. Learning Support Teacher

A. Role Description- The Learning Support Teacher (LST) has a major role in the function of the school. The LST has a co- responsibility for the development of children with specific learning needs. This position is held by a full time teacher and is revised annually.

B. Duties and Responsibilities- The Learning Support Teacher will:

- Provide support for class teachers with concerns about specific children and classroom management issues.
- Receive specialist's reports and discuss action to be taken.
- Coordinate the assessment process.
- Organise funding applications and enter data onto the Webapps site by week eight, term three.
- Organise meetings and reviews.
- Coordinate and liaise with teacher assistants and monitor their relative programs.
- Liaise with specialists.
- Coordinate professional development for staff.
- Review NAPLAN results and IEP's.
- Meet formally and informally with parents of children who are receiving funding or are not funded but have an identified need.
- Meet regularly with the Learning Support Officer.
- Distribute and monitor allocated funds.

C. Accountability- In consultation with the Principal and Learning Support Officer, the LST must ensure:

- That all Diocesan Accountability Forms are a true and accurate account of dispersal of funds. E.g. Wellbeing, Literacy/Numeracy, Students with Additional Needs...
- That two IEP meetings are held each year and all consent forms, reports and records are stored and archived appropriately.
- That resources are targeted to students with the greatest need.
- That resources are used to support effective instructional approaches.
- That resources are not consumed in administrative procedures.
- That there is a process for measuring student growth and tracking development.

3. Classroom Teacher

A. Responsibilities

- Complete IEP online with the assistance of the LST
- Monitor IEP and review regularly in consultation with LST
- Ensure that the agreed focus areas are put into practice
- Liaise with parents of children with additional needs regularly throughout the year
- Utilise relevant resources for children with specific learning needs
- Identify and cater for children with exceptional abilities
- Carry out any appropriate actions as a result of meetings

- Monitor and direct the teacher assistants who are working within the classroom.
- Casual relief teachers are informed about specific learning and behavioural needs of all children

B. Programming

Teachers will ensure that

- Class programs include any adjustments being made for individual students.
- Class programs include IEP meeting records for students with verified disabilities.
- They utilise all possible resources to assist the child in their development.
- Their program includes a specific timetable for the teacher aide.
- Their program includes a class profile of children's learning needs.

4. Referral Process

To refer a student, teachers will follow the process outlined in the flowchart in Appendix One.

Reflective Materials

- St Patrick's Teaching and Learning Policy
- St Patrick's Reporting and Assessment Policy
- St Patrick's Enrolment Policy
- Disability Discrimination Law, NSW 2004
- Lismore Diocesan Learning Support Teacher Handbook 2008

This policy was last ratified by St. Patrick's School Board in....	September 2009
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Appendix One

Learning Support Flowchart

