

ASHBURY PUBLIC SCHOOL COUNCIL

Learning and Support Policy

Rationale

Ashbury Public School aims to support the continual progress of every student and provide high quality learning experiences for all students. Students with additional learning and support needs are entitled to access the curriculum on the same basis as their peers. These students include:

- students who are gifted and talented
- students experiencing academic or behavioural difficulties
- twice exceptional students
- students with disabilities, health care or behaviour needs.

Policy Statement

This policy is intended to ensure that each child meets their individual learning potential. It is written to communicate the processes by which learning and support can be accessed.

Implementation

The Learning and Support Team assesses and allocates support for students identified as having additional learning needs. This includes students who are working below stage expectations, above stage expectations or students who are not achieving their potential. The Learning and Support Team reviews student caseloads and may suggest referrals and/or provide support and recommendations to teachers to assist students to meet goals and outcomes.

Members of the Learning and Support Team can include:

- the school Principal,
- the School Counsellor,
- Learning and Support Team Coordinator,

- Assistant Principals,
- Learning and Support Teachers,
- classroom teachers and
- School Learning and Support Officers (SLSOs).

The Role of the Learning and Support Team

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

Children can be referred to the Learning and Support Team by their class teacher or other member of staff, their parents or carers. When referring a child these people are asked to complete a referral form. Collaboration and discussion between these parties will facilitate a smooth process. Referrals will be prioritised by the team according to available resources and needs.

Possible outcomes from referrals to the Learning and Support Team include:

- an individual education plan (IEP) for students who have a diagnosed disability,
- an individual learning plan (ILP) for students without a formal diagnosis but not working at expected stage outcomes,
- an adjustment plan for students who need reasonable adjustments or extension to their learning instruction or environment,

- a health care plan or a behaviour support plan.
- all students from Aboriginal and Torres Strait Islander backgrounds are entitled to a personalised learning pathway (PLP).
- referral to the school counsellor for assessment or counselling
- an application being made to the Department for integration funding support or a specialised placement for students with significant needs
- a differentiated curriculum supported by personal learning goals or reasonable adjustments being made to learning instructions or the environment

IEPs, ILPs, Adjustment Plans and PLPs are written in consultation between teachers, parents and carers. School Learning Support Officers and students may be consulted when possible. Where available, evidence-based practice should be followed. IEPs and ILPs are reviewed each semester and PLPs are reviewed annually.

Monitoring, Evaluation and Review

The School Council will review this policy again in 2019 and then every 3 years after that. Supporting Documents

Supporting Documentation

This policy fits within:

- The **Disability Standards for Education**
- The Every Student, Every School initiative
- The Department's Disability, Learning and Support website provides additional information on personalised support for student learning.