Learning Support Team
Policy & Procedures

- Recognition
- Observation
- Assessment
- Referral
- Solutions
1) POLICY / OPERATIONAL GUIDELINES

2) REFERRALS
   • Procedures
   • Referral Forms
   • LST Reflection Sheet

3) ASSESSMENT PACKAGE

   Curriculum
   • Kindergarten Speech and Language Checklist
   • K-2 Screening Test for Reading Failure
   • Best Start / SENA
   • Writing Assessment Rubric
   • ACER and South Australian Spelling Test
   • Language Assessment (Attachment 8 modified)
   • Edwards and Summers Word Recognition
   • BURT word test
   • Neal Educheck

   Behaviour
   • Checklist
LEARNING SUPPORT TEAM
POLICY
**What is a Learning Support Team?**

A learning support team is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning support needs of students through the coordination, development, implementation, monitoring and evaluation of educational programs.

A prime function of our Learning Support Team 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. Our team also employs the logic of Positive Behaviour for Learning i.e. a strong focus on **systems** (what we do to support adults), **practices** (what we do to support students), and **data** (to inform our decision making about systems and practices.)

A key feature of our learning support team is the facilitation of collaborative planning between teachers, support staff, parents and students. Our learning support team also addresses **whole school need, teacher need** and **student need** (as outlined in the Special Education Handbook).

**Why implement a Learning Support Team?**

The Implementation of a Learning Support Team can be of great benefit to a school.

It will:

- Enable **coodination of support**
- Enhance the **collaboration and provides collegial support** to school personnel and the wider community.

- Ensure a whole school and ongoing plan is implemented to meet the needs of students with support needs.

- Establish guidance and support systems for all staff in order that they can cater for students with support needs.

- Ensure that programs based on current research and best practices are implemented for students with support needs.
Learning Support Teams work when:

- teachers see the learning support team 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 learning support team 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.

Adapted from: Hoskins, B. (1996) *Developing Inclusive Schools*

Who are our 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 e.g. whether or not our team is focusing in universal, targeted or intensive supports.

The intensive / caseload team should include a:

**Team facilitator** (usually a member of the school executive)

**School counsellor**

**Teacher representatives**

**Specialist personnel** (including the STLA, ESL, Reading Recovery)

Other specialist personnel e.g. Itinerant teachers and outside agencies, parents and caregivers can be invited to attend as necessary
Roles of LST team members:

Team members will have a number of roles determined by which co-team they may be taking part in i.e. universal, targeted and intensive teams

As a general rule of thumb the following roles can apply:

**Principal**
- ensure recommendations by LST are included in school’s Management Plan

**LST Coordinator**
- convene regular meetings
- develop meeting agenda
- keep and distribute minutes
- maintain LST documents

**LaST**
- advise classroom teachers of appropriate assessments and collaboratively analyse the data
- assist teachers with the implementation of suitable Learning & Support plans
- provide direct support for students with additional needs in literacy, numeracy, social interaction, language & communication and behaviour
- provide advice and assistance to LST about students with additional learning needs
- assist with professional learning for class teachers
- liase with students, parents, teachers, SLSO’s and outside agencies
LST

- identify school needs
- establish school priorities
- training and development
- coordinate resources (human and material)
- identify resource needs
- assist in development of school Learning Support policy and procedures
- collaboratively plan to develop action plans with strategies to support students
- liaise with students, parents and outside agencies

Classroom Teachers

- refer students to LST when programs are not meeting students needs (and teacher has tried several strategies first)
- attend LST meetings when required
- implement LST recommendations
- monitor student progress and inform LST

What does our LST team do?

When implementing a 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 in order 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, Counsellor, ESL, Reading Recovery).
- develop a plan to coordinate and access ‘external’ specialist personnel (e.g. Regional LaSTs, Integration, Specialist counsellors, ESL Consultants, Regional curriculum consultants).
- implement school ‘levels of support’ for classroom teachers in order that they can access appropriate personnel and cater for students experiencing difficulties in learning.
- establish support systems for specialist personnel within the school (e.g. policy/ model implementation, funding issues).
- implement mechanisms for on-going support services for students (e.g. 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 (e.g. school based/home based programs, parent referral procedures).

implement effective models and programs to improve student outcomes (e.g. 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).
The Learning Support Team (from Special Education Handbook – 1996)

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<td>• teaching and learning</td>
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<td>• training and development</td>
<td>outside the school</td>
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<td>• development of strategies for program</td>
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<td>planning, implementation, monitoring</td>
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The Learning Support Team contributes to the provision of quality teaching and learning for all students.

Coordinates planning for students who need additional support to implement the support cycle including:

- appraisal of achievements, goals and needs
- access to services
- program planning, implementation and evaluation
- reappraisal of progress towards planned educational outcomes.

Addresses key focus areas:

- literacy
- numeracy
- aboriginal education
- NESB
- gender equity
- student welfare
- state-wide initiatives and priorities
Where does the LST fit into our school resources?

The classroom teacher can access a number of resources to support students, including the LST.

These resources range from the least intensive support (adaptation to the class program – universal supports) to the most intensive support (support from outside agencies may be included).

School Levels of Support

1. Instructional adaptations to the class program.
2. Collaborative problem solving with colleagues
3. Support from school specialist resources (LST)
4. Support from out of school resources.

1. Instructional adaptations to the class program.

Students experiencing difficulty in learning are catered for by the class teacher within the regular class program. This will involve the teacher making instructional adaptations to the program. These adaptations could include:

- simplifying instructions
- prompting/cues
- corrective feedback
- grouping students with similar instructional needs
- peer and/or parent tutor programs
- selecting instructional level text on the same topic as the rest of the class
- additional practice of skills.

2. Collaborative problem solving with colleagues

Teacher meets with colleagues (a supervisor, LaST or other teachers) to collaboratively problem solve and cater for students within the regular class program.

3. Support from school resources

- Coordinated through the LST
- After step 1 and 2 have been implemented and the student is still not progressing according to expectations, the teacher may refer the student to the LST
- Collaborative problem solving is used to design appropriate interventions

4. 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 the parents are involved in the decision making process at this stage of intervention and that communication and collaboration exists between specialists and school personnel.
The Learning Support Team Operational Guidelines

The Learning Support Team at Glossodia Public School will operate in the following ways:

1) Address the 3 tiers of the learning continuum by: (see description of 3 tiered prevention logic on next pages)

- The Intensive Interventions LST will meet on a fortnightly basis to discuss, plan and develop intensive interventions for identified students. This team will be coordinated by the assistant principal K-2. Other team members will include the school counsellor, LaST, Itinerant teachers and outside support agencies (where applicable), parent / caregiver and referring classroom teacher. Students supported at this tier will have already had significant input from the classroom teacher and appropriate team leader.

- The Intensive Interventions LST will hold extraordinary meetings when the need arises, for example, to review integration programs and to consult with relevant teachers, parents, SLSOs, and Itinerant Teachers (where applicable).

- The Targeted and Universal LST will meet on a fortnightly basis to discuss, plan and develop targeted supports for identified groups of students, and universal supports for all students.

These two tiers of the continuum will focus on the areas of learning, welfare, and behaviour/social-emotional development.

Positive Behaviour for Learning (PBL) will likely become a major focus for this team.

2) LST process

- An executive member will facilitate this meeting and act as an executive officer. The facilitator’s responsibilities will include collection of referrals, provision of copies of referrals to members prior to the meeting, management of Integration Support Programs, School Learning Support Officers (SLSOs) and commonwealth grants.

- The facilitator will prioritise referrals to ensure that referrals are given appropriate levels of attention particularly when large numbers of referrals are submitted.

- Staff wishing to make a referral to the Intensive Interventions LST will be required to follow the LST flowchart for individual student referral. This will require the team leader endorsing the referral and submitting the referral to the K-2 Assistant Principal.

- Staff / stage teams are also able to nominate a group of students who may benefit from a particular targeted intervention. The LST referral flowchart still needs to be followed and the teacher must come to the Targeted Intervention LST with the relevant LST Assessment information for the group of students. This referral will be considered by the Targeted Intervention LST and a coordinated and collaborative plan will be developed in conjunction with the individual teacher or stage team.
Both the Intensive and Universal/Targeted LSTs will maintain written meeting records that will be stored on the common drive. These records clearly define the course of action for each item/student considered and responsibility will be assigned for action and individual student case management. Action will include responsibility for reporting to staff and parents as appropriate.
Three - Tiered Prevention Logic at Glossodia Public School

**Intensive Supports**

Between 1% and 5% of students will need intensive support beyond that available through the targeted and universal levels (below). These are the relatively few students who experience the greatest difficulties learning or those that need extension. Often students with challenging learning support needs dictate that the best chance of quality learning time might be offered by instruction given away from the sometimes distracting (for them) regular classroom. The focus for LST and school efforts is on ensuring quality and validity of the teaching practices, as well as taking all possible measures to ensure best alignment between the classroom program and the teaching provided in the intensive support program, lest these students with greatest need are inadvertently required to master two separately provided sets of knowledge.

**Targeted Supports**

About 10 - 15% of students will need targeted support beyond that feasibly provided in the regular curriculum through accommodative teaching. In primary schools these students might typically be in the low reading group or maths group. The focus for LST and school efforts is making the organisational and structural changes needed to ensure that those students have daily access to this level of support.

Schools often consider this level of action to be important, because it engages students with significant need and there is much potential for improving learning outcomes through both teacher capacity building and schools’ structural adjustments.

**Universal Supports**

Around 80% of all students can have their learning needs met through high-quality, accommodative teaching delivered through the regular classroom program by their classroom teacher. The focus for LST and school efforts at this level is on enabling and supporting all classroom teachers to deliver that kind of teaching across the KLAs.

Schools often consider this level of action as strategic, because it has the greatest potential for reducing learning support needs and urgency at higher levels yet, at the whole school level, requires the least effort to do something about it.