

OFHS *L&S*



OAK FLATS HIGH SCHOOL

Learning & Support

Updated February, 2018



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Introduction to Learning and Support and the Learning Support Team

“The Learning Support Team (LST) is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning needs of students through the coordination, development, monitoring and evaluation of educational programs. A prime role of the LST is to ensure that the needs of students in the school are being met”.

(Special Education Handbook)

Some students need additional support to access the full range of education opportunities and to achieve success. These additional learning and support needs may relate to a range of circumstances for the student, their family and their schools. They may be short term or ongoing throughout schooling. They may relate to disability or difficulties in learning or behaviour from a variety of causes.

Students who have additional support needs at Oak Flats High School will be referred to the Learning Support Team. This team will organise for the assessment of their needs and consider what measures the school is able to put in place in order to support the student in achieving success. While the classroom teacher is the prime person in the school who meets the needs of students with learning and behaviour difficulties, the Oak Flats High School Learning Support Team assists the classroom teacher in supporting their students.

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

The OFHS Learning Support Team

The Oak Flats High School Learning Support Team (LST) is made up of the following members of staff;

- Principal
- Deputy Principals
- Learning and Support Teachers (LaSTs)
- School Counsellor
- Head Teacher Teaching and Learning (LaST Supervisor)
- Head Teacher Wellbeing
- School Learning and Support Officers (SLSOs)
- Aboriginal Education Officer (AEO)
- Learning Support Unit (LSU) Teacher

The Oak Flats High School Learning Support Team will;

- Meet on a weekly basis (to discuss years 8, 9 and 10 on A weeks and years 7, 11 & 12 on B weeks)
- Implement an identification and referral procedure for students experiencing difficulties in learning.
- Facilitate a range of appropriate support strategies for students.
- Facilitate a range of appropriate support strategies for classroom teachers.
- Prioritise students based on needs and availability of resources.
- Develop a coordinated plan for each student that might access specialist personnel eg. Aboriginal Education Officer.
- Develop Individual Learning Plans that include progressive monitoring and record keeping.
- Select, implement and evaluate learning support resources.
- Communicate and liaise with the school community regarding referral and follow-up procedures.
- Review learning support strategies against current research and best practice models and programs.
- Develop whole school programs to address the needs of students.
- Provide professional development for staff to better understand and address the diverse learning and support needs of our students.

Role statement - Learning and Support Teacher (LaST) at OFHS

The Learning and Support Teacher will;

- Manage Learning Support across Oak Flats High School
- Provide timetables for SLSO's (with the exception of Jamberoo SLSO's who are managed by the Jamberoo HT) – keeping records of any changes that are made week-to-week
- Assess the literacy and numeracy skills of newly enrolled students to assist the Deputy Principals in deciding on class placement.
- Complete necessary applications for funding support for Out of Home Care (OOHC) students
- In consultation with appropriate staff members and caregivers complete and update ILP's for OOHC students, upload these to Synergy and Sentral and review each year.
- Keep accurate records of OOHC student support hours provided
- Manage integration funding
- Manage HSC special provisions applications
- Organise NAPLAN (trials and assessment) with the support of trained NAPLAN coordinators
- Organise HSC Minimum Standards testing for students each term
- Liaise with year advisers, counsellors and deputy principals for student learning needs
- Provide professional specialist advice and assistance on students with additional learning needs to the school's learning and support team
- Provide professional specialist advice, support and mentoring to classroom teachers on:
 - How best to cater for the diverse learning needs in their classrooms, and
 - How to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- Work collaboratively with classroom teachers to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
- Deliver professional learning to staff on how they can best meet individual student needs
- In consultation and with the support of appropriate staff members and caregivers complete and update PLP's for ATSI students, upload these to Synergy and Sentral and review each year.
- Plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- Plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer

Role statement - School Learning Support Officers (SLSOs) at OFHS

Oak Flats High School Learning Support Officers, under the supervision and direction of a teacher, assist in classroom activities, school routines, and the care and management of students with special needs.

Generally, their role includes assisting teachers to:

- implement Individual Education Programs (IEPs)
- provide opportunities for students to develop personal, social, independent, living and pre-vocational skills
- attend to the personal care needs of students, and
- operate audio-visual aids, duplicating, issuing learning materials and clerical duties.
- keep records of daily support

Learning Support Team Meetings

Learning Support Team meetings will take place on a weekly basis with year 8, 9 & 10 students being addressed on A weeks and year 7, 11 & 12 students being addressed on B weeks. They will be held in the Common Room each Tuesday morning from 7:30 - 8:30am and will be chaired by the Head Teacher Learning and Support. Minutes will be recorded by Mr Peter Steel.

The Learning Support Team Meetings will be attended by the Learning Support Team (with the exception of SLSOs and the AEO who may choose to attend when students on their caseload are being discussed), as well as any other interested staff member.

Each meeting will address LST referrals where the team will:

- Discuss the needs of the student,
- Share information and resources,
- Set goals and strategies as part of an action plan for that student.

Prior to the meeting the Learning and Support Teacher/s will review the referrals and list students to be discussed on the agenda.

Reports from team members regarding their current or future projects and work with students must be listed on the agenda. The agenda for Learning Support Team Meetings will be created on Sentral Meetings and minutes will be recorded here for future reference.

Who should teachers refer to the Learning Support Team?

It is appropriate for teachers to refer a student to the Learning Support Team when they have observed any of the learning traits listed below and/or they know the student has any of the listed health issues or disabilities and these learning traits or health issues or disabilities have a significant impact on the student's learning and are unable to be addressed through reasonable adjustments being made.

Learning Traits

Academic

- Reading problems
- Low engagement
- Problems with task completion
- Numeracy difficulties
- Poor planning / Disorganised
- Handwriting issues
- Comprehension difficulties
- Poor recall of information

Communication

- Difficulty expressing ideas
- Interrupts others
- Pragmatic Language problems
- Speech impairment
- Information overload
- Doesn't 'get the gist'
- Difficulty following instructions
- Receptive language problems

Behaviour

- Inattentive or easily distracted
- Compulsive or overactive behaviours
- Low-level distraction of peers
- Poor adult interactions
- Has behavioural 'meltdowns'
- Lethargic / unmotivated
- Difficulty with transitions
- Attention-seeking behaviours

Development

- Sensory issues
- Anxious
- Difficulty managing frustration
- Socially isolated
- Depressed mood
- Overly competitive
- Self-esteem issues
- Difficulty working with others

Health Issue or Disability

Social / Emotional

Anxiety & Depression
 Obsessive Compulsive Disorder
 Oppositional Defiance Disorder

Cognitive

Asperger's Syndrome
 Attention Deficit Disorder
 Autism
 Dyslexia
 Expressive Language Disorder
 Intellectual Disability - Mild
 Intellectual Disability - Moderate
 Tourette Syndrome

Physical

Cerebral Palsy
 Down Syndrome
 Dyspraxia
 Epilepsy
 Muscular Dystrophy
 Spina Bifida

Sensory

Hearing
 Receptive Language Disorder
 Vision

How do you refer a student to the Learning Support Team?

Prior to making a referral to the Learning Support Team, teachers may attempt to meet a student's needs through reasonable adjustments. To identify reasonable adjustment suggestions suitable for the student's particular learning traits teachers should visit the 'Teaching for Inclusion' website and complete the 'Student Profile Builder'.

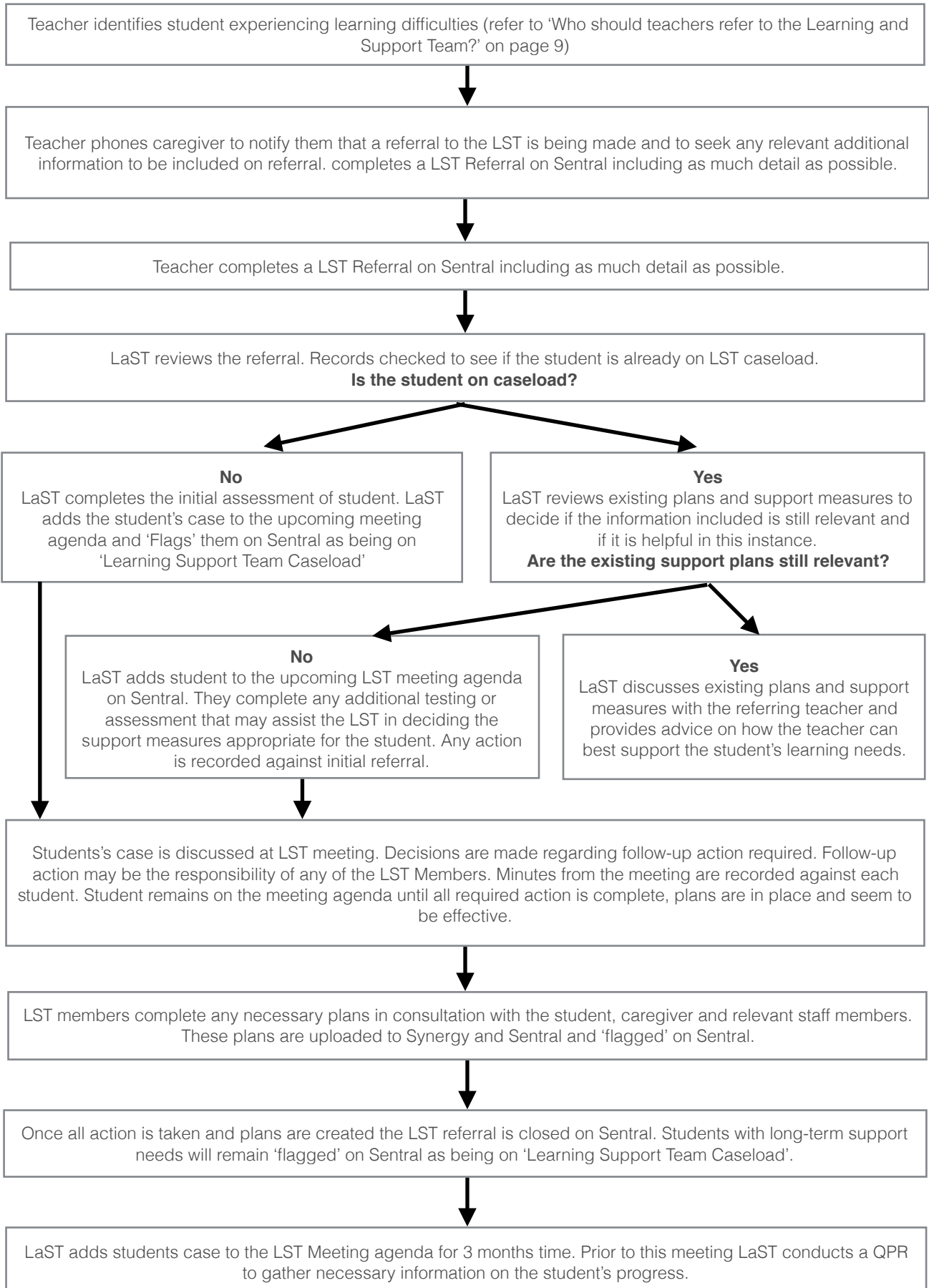
http://web1.modelfarms-h.schools.nsw.edu.au/learningtraits_pdf.php

If the student's needs are not able to be addressed through the teacher implementing reasonable adjustments, a referral should be made. To refer a student to the Learning Support Team teachers should follow the steps outlined below:

1. Complete the referral through Sentral (see 'Referring a student to the Learning Support Team' on pages 17 & 18).
2. Phone the caregivers of the student being referred to let them know a referral is being made and to gather any useful information that they can add in the 'comments' section of the referral form on Sentral.
3. Attend the next Learning Support Team meeting (Tuesday A - Yr 8, 9 & 10, Wednesday B - Yr 7, 11 & 12) or communicate with the LaSTs to stay informed on the outcome of the referral.
4. Communicate LST referral outcomes with caregivers.
5. Implement any suggested strategies and provide relevant feedback to LaST.

Please note, prior to making a referral a teacher may also find it beneficial to review any Learning Support Team minutes related to the student through their Sentral Profile to ensure there is no information that is relevant (see 'Reviewing a student's Learning Support Team caseload details' on pages 15 & 16). They might also check that the student does not already have a Learning Support Plan with suggested strategies that may be useful in assisting the classroom teacher to meet the student's learning needs (see 'Reviewing a student's Learning Support Team caseload details' on pages 15 & 16).

Learning Support Team referral flowchart



Support Measures Coordinated by the Learning and Support Team

The Learning and Support Team will assess each student's case prior to making a decision on what support measures should be put in place.

A student's case may be assessed by any or all of the following measures;

- York Assessment of Reading and Comprehension (YARC)/Gapadol Reading tests (conducted by LaST)
- Neal Analysis (conducted by LaST)
- Numeracy test TBC (conducted by LaST)
- Functional Behaviour Assessment (conducted by LaST)
- Review of existing plans
- Previous reports
- Markbook records
- Attendance
- NAPLAN results
- SA Spelling Test (conducted by LaST)
- Writing samples
- Placement of student on the Literacy and Numeracy Continuum
- Woodcock Interpretation and Instructional Interventions Assessment (conducted by LaST)
- Progressive Achievement Test (PAT) (this would need to be an assessment coordinated across the school)

Support measures that may be coordinated by the Learning and Support Team include, but are not limited to any of the following strategies;

Support Measure	When might this support be appropriate?	Responsibility
Learning Support Plan (LSP) designed, communicated to staff and implemented	Any student who is referred and has significant learning and support needs but is not OOHC or ATSI	LaST
Review of Individual Education Plan (IEP), communicated to staff and implemented	All OOHC student	LaST
Review of Personal Learning Plan (PLP), communicated to staff and implemented	All ATSI students	LaST with AEO
In class support by LaST or SLSO		LaST
Withdrawal from class for individual tuition or support by LaST or SLSO	When a student needs support to catch-up to their peers when one-on-one tuition would be of benefit and not detrimental to the students work in other classes.	LaST
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Support Measure	When might this support be appropriate?	Responsibility
Learning Support Unit (LSU) Referral	When a student's behaviour is seen as a barrier to their learning	LSU Teacher
Targeted Growth Program Referral	When a student falls into the middle bands in their NAPLAN results and would benefit from targeted tuition.	LaST refers to Targeted Growth Teacher
BEP Program Referral	When a student's behaviour is seen as a barrier to their learning and they are in year 7 and/or 8	LaST refers to BEP teacher
Mentor allocation	When a student could benefit from the assistance of a teacher mentor	LaST
Attendance Improvement Plan (AIP) designed, communicated to staff and implemented	When poor attendance is seen a barrier to a student's learning	DP working with Attendance Officer
School counsellor referral	When there are related mental health concerns and/or the possibility of a diagnosis or an Access Request is necessary	LaST refers to counsellor
Deputy Principal meeting with student and caregivers	When a student's behaviour is a barrier to their learning	DP
Behaviour Improvement Plan (BIP) designed, communicated to staff and implemented	When a student's behaviour is a barrier to their learning and the Deputy Principal considers this necessary	DP
Referral to the Gifted and Talented Program	When a student's learning needs would benefit from a targeted Gifted and Talented program	LaST refers to G&T teacher?
HSC Hub tutor tuition	When a senior student may benefit from one-on-one tuition from a HSC hub tutor.	LaST refers to Tutors
Referral to the Wellbeing Team	When a student's needs seem to be related to their wellbeing	HT Wellbeing
Quick Progress Report	When more information is required from the student's classroom teachers.	LaST
Timeout Card issued	When a student would benefit from being able to quickly exit a classroom and seek support from a particular staff member.	DP or HT Wellbeing
Movement of class	When a student's learning needs may benefit from the student being put into a different class	DP
Referral to Multilit or other intensive reading program **will require staff member to be trained	When a student's reading ability is a significant barrier to their learning.	LaST

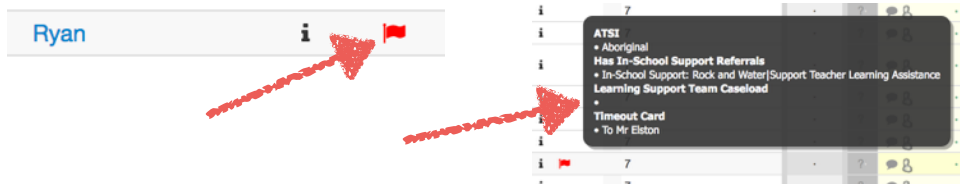
APPENDIX

Reviewing a student's Learning Support Team caseload details

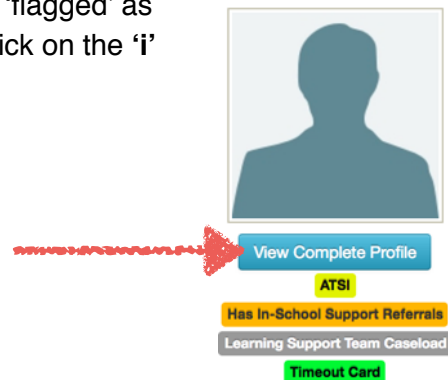
Classroom teachers need to be aware of any student's in their classes who are on the Learning Support Team caseload or have a plan in place to support their education (Individual Education Plan, Personalised Learning Plan, Attendance Improvement Plan, Behaviour Management Plan, Learning Support Plan).

To find this information the teacher should:

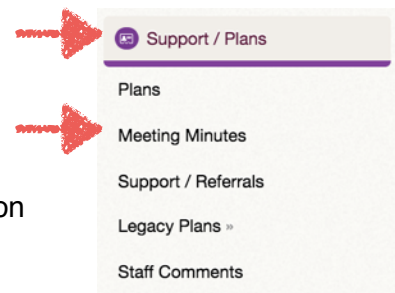
1. See which of their students are **'flagged'** when they view the class in PxP roll marking
2. Click on the student's flag to see what the flag/s are for (the teacher should make themselves familiar with all of the reasons why students in their classes are 'flagged'). Students who are on the Learning and Support Team caseload will be 'flagged' as such. Students with an education flag will also have this 'flagged'.



3. To find out more information on any student who is 'flagged' as being on the 'Learning Support Team Caseload', click on the 'i' and select **'view complete profile'**



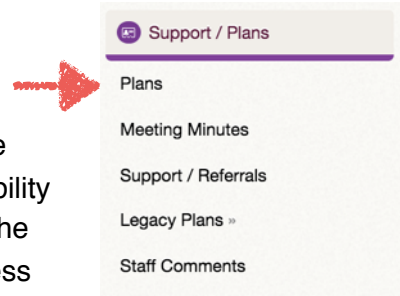
4. To view any LST meeting minutes relevant to the student select **'support/plans'** on the left hand side of the screen
5. From the drop-down menu select **'meeting minutes'**. Here you will find an overview of any discussion related to this student's case at the LST meetings, including what action was taken to address the learning needs



Date	Meeting Type	Comments
09/08/2017	Learning Support Team Minutes	Test minutes from meeting

6. To view any plans created to support the student's learning needs select **'support/plans'** on the left hand side of the screen

7. Select **'plans'**. Here you will find copies of any plans that have been written to assist in meeting the student's needs. It is the responsibility of the classroom teacher to familiarise themselves with these plans and ensure they are implementing them as best they can. It is also the responsibility of the teacher to create a new LST referral if they feel that the current plans or support measures do not adequately address the student's needs.



8. Select the plan you would like to view

Plan Type	Creation Date	Created By	Next Review	Completed
Individual Learning	25/04/2017	Mrs L Spicknall	19/07/2017	No

9. Once the next screen opens you will need to select the link on the right hand side of the screen to the pdf document's attached. If you have any questions about the plan please consult with a LaST



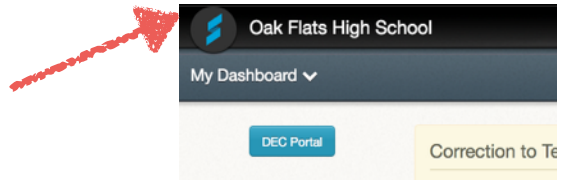
Please note: A video tutorial of these instructions is available on the server via the following file path: Faculty > Staff Information > IT Tutorials and guides > Reviewing a student's Learning Support Team caseload details

Referring a student to the Learning Support Team through Sentral

Learning Support Team Referrals will be completed through Sentral.

To complete a referral teachers should follow the steps outlined below:

1. Log on to Sentral
2. Click on the **blue icon** next to Oak Flats High School, top left hand side of your home screen



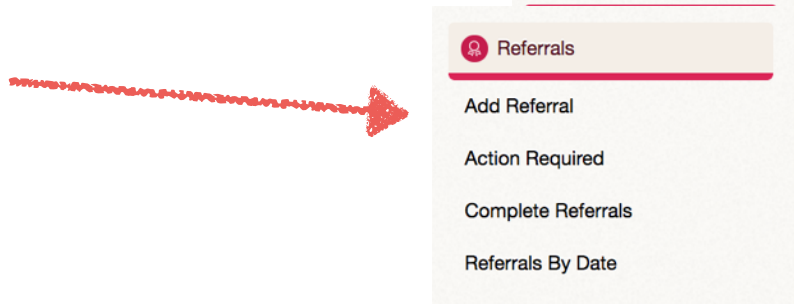
3. Click on **'wellbeing'**



4. Click on **'Referrals'** found on the left hand side of your screen



5. Click on **'Add Referral'**



6. Complete the form and press 'Save'

IMPORTANT- When completing the form you must follow the dot points below:

- **Next Review Date** = Is the date the next LST meeting is on (Tuesday Week A Year 8, 9 & 10, Week B Year 7, 11 & 12)
- **Referral Type** = MUST be changed to 'In-school Support'
- **Select the box** = Learning Support Team
- **Reason for Referral** = MUST put 'Other' in the drop down menu, then a box will appear next to it and you can give details of the reason for your referral
- **Strategies Applied** = Provide detail of what reasonable adjustments you have trialled in an effort to meet the student's learning needs
- **Plan type**= Ignore this box.

7. Don't forget to phone the caregivers of the student being referred to let them know you are putting in a referral and to gather any useful information that you might like to add in the 'comments' section of the referral form on Sentral.

Please note: A video tutorial of these instructions is available on the server via the following file path: Faculty > Staff Information > IT Tutorials and guides > Referring a student to the Learning Support Team through Sentral