



Allambie Heights Public School

RESPECT

RESPONSIBILITY

RESILIENCE

165 Allambie Road, Allambie Heights NSW 2100 P:9451 5440 F:9975 5046
E: allambieht-p.school@det.nsw.edu.au W: www.allambieht-p.schools.nsw.edu.au

Learning and Support Procedures

Rationale

Students in regular classes who experience difficulties in basic areas of learning and behaviour, regardless of the cause, are supported through Learning and Support resources available at school. Students do not need a formal disability diagnosis to access support through these resources.

Purpose

The purpose of this procedure is to ensure that:

1. Allambie Heights Public School is catering for the needs of all learners using the learning and support resources available each year.
2. All staff are informed of their responsibilities in working together to support the students in our school who need additional support to reach their potential.
3. A clear process is followed relating to case management and targeted learning support to guide the social, emotional and academic growth of all learners.

Responsibility

The school's learning and support team will work with class teachers and parents to identify students with additional learning and support needs and ensure that the educational needs of all children are being met.

- The **Principal** is responsible for the management of suspensions and expulsion and mandatory reporting. The Principal is also responsible for the distribution of letters of support to the parents of all students who attend a support program outside the classroom at the start of each term (as per the Disability Discrimination Act requirements)
- The **leader of the learning and support team** is responsible for the setting of the meeting agenda and the management and storage of documents relating to students referred to the team. The learning and support team leader is also responsible for the team collation of the LaST and the SLSO timetable each term.
- The team supervisor - Grade Leader, Assistant Principal or Deputy Principal - is responsible for the case management of all students in their grade or Stage and for coordinating a case management approach prior to referral to the learning and support team
- The **classroom teacher** is responsible for the development of learning goals relating to the teaching and learning programs to ensure they are aware of the needs of all learners in their class. The classroom teacher is responsible for discussing any concerns with their team as a part of the case management process, and if necessary, completing a referral to the learning and support team for discussion with the team. It is also imperative that the classroom teacher communicates this process and outlines steps undertaken to support the learner by communicating with the child's parents
- The **learning and support teachers** are responsible for the development of learning programs to achieve the learning needs and goals of all students in their programs. These programs are devised in consultation with the classroom teacher/s and the executive staff member responsible for the grade or Stage. The learning and support teachers are also responsible for sharing their program with the classroom teachers of students in their program and to provide regular verbal and/or written feedback to the classroom teacher/s. This feedback can relate to goals achieved as a part of the program, as well as

assessment data that may have been gathered as a part of the program. Where necessary, the learning and support teachers may attend case management meetings for various teams to discuss the progress of students in the program.

- The School Learning and Support Officers (SLSOs) implement programs as directed by the classroom teacher and the learning and support teachers. They are also responsible for providing anecdotal feedback to the classroom teacher, learning and support teacher and grade or Stage supervisor, as necessary.

Outcomes

The learning needs of all students in the school are closely monitored and learning and support is provided to students using a case management approach so that every child is provided with the opportunity to reach their social, emotional and academic potential