

TURRAMURRA

HIGH SCHOOL

"We need to support the learning of every child"



Learning and Support Procedures

Contents

School Context.....	3
Learning Support Framework.....	4
Statement of Purpose	5
Learning and Support Team Processes	6
Role of Core Members	7-9
Operational Guidelines Learning and Support Team Meetings.....	10-11
Disability Provisions Policy and Processes.....	12-14
Additional Information and Key Terminology	15

School Context

Rationale

Our school caters to individual learning styles by providing innovative enrichment programs as well as successful learning and support programs. All students are encouraged and supported to achieve their personal best. The diverse curriculum offered at Turrumurra High School engages and stimulates students. We aim to create 21st century learners, celebrating and rewarding personal success. All staff and students adhere to our core values of respect, responsibility and aspiration. At Turrumurra High School we pride ourselves on the commitment and professionalism when supporting all students.

Learning Support Framework

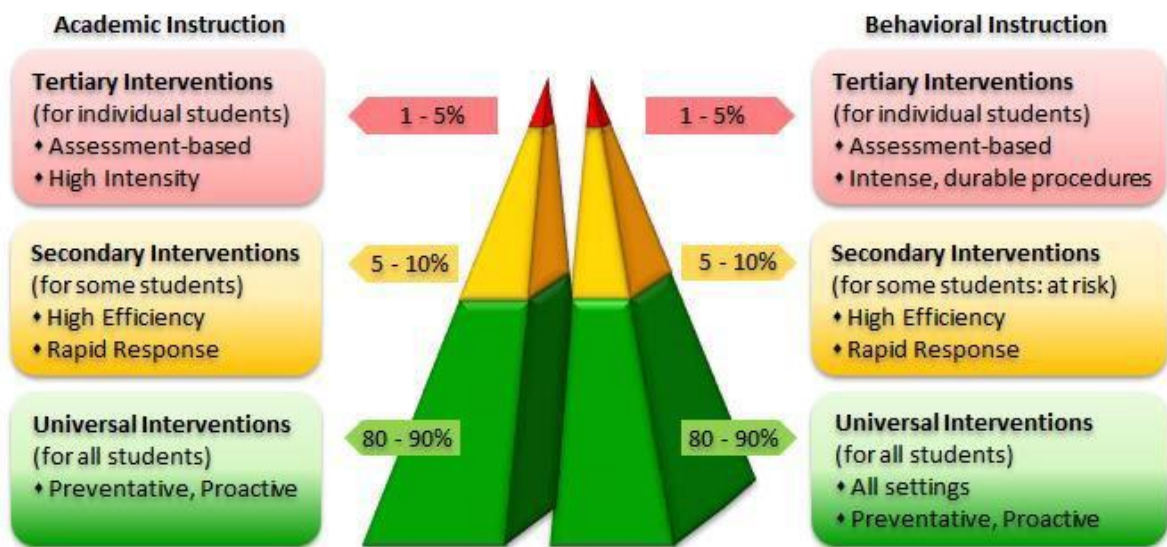
Effective Teaching and Learning
<ul style="list-style-type: none">▪ All staff have high expectations for every student to achieve their best.▪ Adjustments are provided to support the individual needs of the student within lessons and units of work.▪ Adjustments to assessments and reports are modified when required to enable the student in need to be correctly assessed and reported on.▪ Provide opportunities for students to use their strengths, preferred learning style and interests within curriculum areas.
Differentiated Curriculum
<ul style="list-style-type: none">▪ Provides rigorous, meaningful and dignified outcomes for every student.▪ Ensures all students can effectively learn.▪ Provides alternative methods and choices for students to demonstrate their knowledge, skills and understanding.▪ Includes a range of activities and resources appropriate for students with different learning needs and levels of achievement.▪ Considers how feedback from students can identify modes of teaching and strengthen learning.
Collaboration
<ul style="list-style-type: none">▪ The Learning and Support Team, class teachers, students and parents develop and evaluate a support plan for the learning of students with identified disabilities.▪ Includes a range of learning experiences that involve locations and community.▪ Values and utilises knowledge within the school community▪ Parents and caregivers support the learning by assisting their child to achieve their potential best. Parents and caregivers support the learning by providing the school with relevant and up-to-date information and specialist reports, when available.▪ The school enlists the support of the Regional Assistant Principal's Learning and Support regional consultants, when appropriate.▪ The school liaises with external agencies to provide holistic and collaborative care to all students.
Accountability
<ul style="list-style-type: none">▪ Ensure our obligations are met under the Disability Discrimination Act and Disability Standards for Education.
Teacher Accountability
<ul style="list-style-type: none">▪ All teachers take responsibility to deliver learning programs which address the needs of all students including those with disabilities, within their classes.▪ Deliver quality learning and support to students with disabilities or difficulties within their classroom.▪ Provide evidence and feedback on adjustments within the classroom in conjunction with the NCCD (National Consistent Collection of Data).▪ To ensure that all students can access their curriculum.▪ To provide meaningful and engaging lessons to students with varied learning needs.

Statement of Purpose

The purpose of the policy is to address the following:

The Learning and Support Team is in place to support all learners within our school environment. We aim to provide all students with the support that they deserve.

Team members have several roles determined by which co-team they may be taking part in. Our Learning and Support Team aims to target support for all students. This model of support is sectioned into three tiers. This is universal support, targeted support and intensive support. At our school we have the Positive Behaviour for Learning system (PBL) which addresses our need to support all students. Please note that Learning Support are not behavioural specialists, but we will support students when behaviour disorders are present. Please see the diagram below to see how we provide support to all students.



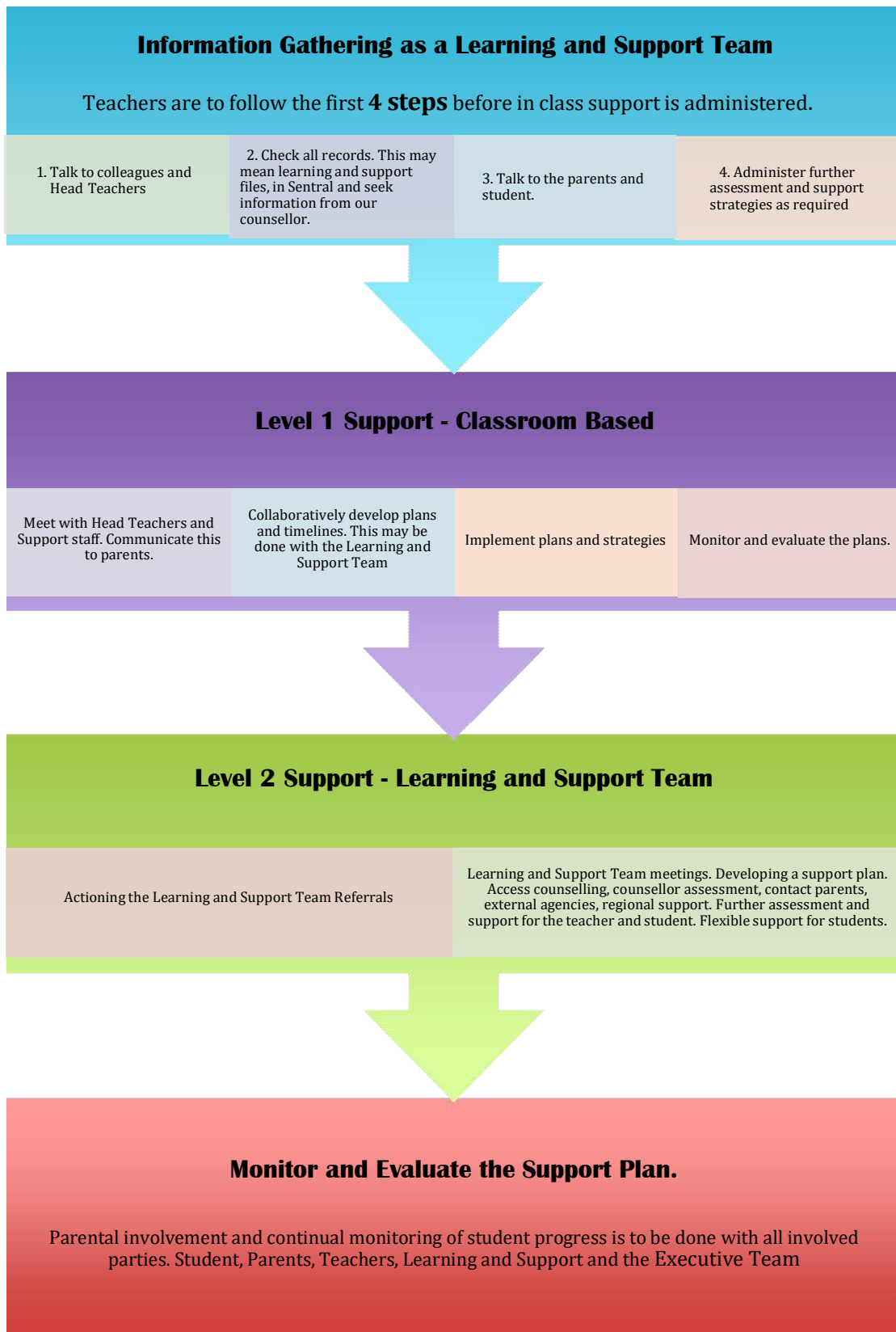
Images sourced from: <http://achieve.lausd.net/Page/4200>

A Learning and Support Team works when...

- Teachers see the Learning and Support Team as an effective addition to their classrooms
- Processes are inclusive, well organized and understood by all.
- Teachers are involved in the identification of outcomes of support for all students.
- Support is provided, and the teacher is involved in identifying what adjustments may be most effective in his/her classroom.
- Realistic action plans are developed.
- The Learning and Support Team is seen as a group of professionals who coordinate support for teachers and students.

Adapted from Developing Inclusive Schools (Hoskins, 1996).

Learning and Support Team Processes



Role of Core Members

Principal
<ul style="list-style-type: none"> ▪ Ensures that the recommendations from the Learning and Support Team are included in the School Management Plan. ▪ Assess and make decisions on applications for Junior Provisions as part of the Disability Provisions Panel.
Deputy Principals
<ul style="list-style-type: none"> ▪ Attend Learning and Support Team meetings. ▪ Provide recommendations to the Learning and Support Team to ensure that the school's strategic directions are met. ▪ Provide information and guidance for students at the Learning and Support team meeting. ▪ Liaise with external agencies.
Learning and Support Coordinator
<ul style="list-style-type: none"> ▪ Coordinate the Learning and Support Staff. ▪ Coordinate Learning and Support Team faculty representatives. ▪ Coordinate and chair regular meetings. ▪ Manage the Learning and Support Teacher. Who are to manage the timetable, professional development and use of the LaST. ▪ Develop the Learning Support Framework/ Policies and create an overall framework, Learning and Support Referral and identification procedures for students with learning needs. ▪ Coordinate access requests for funding and transport. ▪ Provide a clear system for keeping student information. The records are to be kept in a secure environment with ease of accessibility for teachers. ▪ Attend review meetings for students with a disability. ▪ Assist in the professional development of staff including the Disability Discrimination Act and the Disability Standards for Education. ▪ Assess and make decisions on applications for Junior Provisions as part of the Disability Provisions Panel.
Head Teacher of Welfare
<ul style="list-style-type: none"> ▪ Manage the Learning and Support Teacher, including professional development. ▪ Develop the Learning support Framework/ Policies and create an overall framework, Learning and Support Referral and identification procedures for students with learning needs. ▪ Provide a clear system for keeping information on students. The records are to be kept in a secure environment with ease of accessibility for teachers. ▪ Provide an attendance report at the Learning and Support Team Meetings. ▪ Assist in the professional development of staff including the Disability Discrimination Act and the Disability Standards for Education. ▪ Assess and make decisions on applications for Junior Provisions as part of the Disability Provisions Panel. ▪ Liaise between the Learning Support Team and the Welfare Team.

Role of Core Members

The School Counsellors

- The school counsellors will provide information and guidance on students.
- They will provide a report at the Learning and Support Team meeting.
- They will assist our teachers to provide appropriate support for student requiring counselling support.
- They will support students with counselling.
- They will strictly adhere to confidentiality guidelines and will not share information unless permission from the family and student is obtained.

Learning and Support Teachers

The Learning and Support Teacher will:

- work collaboratively with the classroom teacher to support assessment for the learning of their students with additional educational needs and identify specific learning and support needs.
- 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.
- model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs.
- provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) as well as the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.
- 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.
- provide professional specialist advice and assistance about students with additional learning needs to the school's Learning and Support Team.
- assist with professional learning for class teachers and School Learning Support Officers within their school and local network of schools, where appropriate.
- implement support plans for truancy as referred by the Head Teacher of Welfare.
- manage disability provisions for the NESA process.
- manage transition.

In undertaking their work, the Learning and Support Teacher will not be used to provide relief for teachers/executive or to establish a separate class.

Student Learning and Support Officers

- Assist in the implementation of recommended strategies to assist a student personalised learning and support. These strategies will be directed by the classroom teachers and the Learning and Support Teacher.
- Provide feedback to classroom teachers and Learning and Support Team on educational, behavioural and social development of students.
- Provide a caring, well-managed and safe environment for students.

Role of Core Members

Student Learning and Support Officers continued..

- Assist students in transition from one class to the next.
- Assist students with writing important dates into their school diaries.
- Provide assistance to students in school routines and classroom activities.
- Perform minor administrative duties.
- Follow classroom and teacher directed procedures and routines.
- Support groups of students as directed by the Learning and Support Team
- Ensure the confidentiality of student information.
- Assist students with personal hygiene tasks such as toileting, medication administration and feeding, where necessary.

School Learning and Support Officers must NOT assume the responsibility of a duty that is primarily teaching in nature, such as:

- Sole classroom instruction.
- Programming educational activities and materials for students.
- Preparing lesson plans.
- Initiating teaching.
- Managing the behaviour of students.
- Team teaching.
- Assigning grades to students.
- Supervision of students.
- Assuming full responsibility for supervising and planning activities for students.

Representatives of the Learning and Support Team

These members will support teachers and staff at Turramurra High School by

- Discussing relevant teaching strategies for students with a disability or difficulty.
- Assist in the implementation of the Learning Support Framework.
- Communicate to their faculty to ensure information from the Learning and Support Team meeting are filtered through all avenues of the school
- Share their own professional knowledge with the Learning and Support Team.
- Ensure that adjustments are upheld throughout the school and within faculties.
- Assist in decisions when faculties need to buy specialist equipment relating to a student with a disability.

The executive team will ensure that a representative is provided by each faculty.

Operational Guidelines Learning and Support Team Meetings

How the Learning Support Team works	
When	Weeks 3, 6, 9 at lunch time.
Who	Counsellor, Learning and Support Teacher, key members of the Learning and Support Team. A representative from each faculty should be in attendance. All teachers who refer students should be in attendance.
How	The agenda is prepared by the Learning and Support Teacher through referrals made by parents, teachers, staff and students of Turramurra High School in conjunction with the wider school. A report by the Learning and Support Teacher is delivered at the meeting. The counsellors will provide specialist input where necessary. All staff members collaborate on adjustments and plans for each referral.

Parent Consultations Process

Parents and Teachers seek support for a child/student.

Parents and Teachers will refer individuals to the Learning and Support Team

The Learning and Support Team will collect information and Data. They may observe a student and then provide guidance on the use of specific strategies for students with Learning Support needs.

For a student needing intensive support the Learning and Support Teacher may provide support through face-to-face meeting. Please ask the friendly office staff to assist in this process. The Learning and Support Team may guide parents to external agencies for further support.

All agreed upon adjustments will be implemented, evaluated to a reasonable level and monitored by Teachers through the Learning and Support Team.

Communication will be upheld from teachers, Learning and Support, executive staff and with parents and carer.

Operational Guidelines Learning and Support Team Meetings

Record Systems and Evidence

- The Learning and Support Team keeps records of parent meetings, phone calls and student referrals in student's folders. The Learning and Support Team may develop a personalised Learning and Support Plan for an individual. This will be kept on Sentral for teachers to access.
- Each student on the Learning and Support Team radar will have a Profile. This will ensure that information gained from collaboration with teachers, students and parents will be able to be accessed to support learners in all years.
- Teachers can access the profiles in Sentral Learning and Support, Student Profiles. Then look for the appropriate year. If this information does not suffice, please contact Learning and Support.
- Please note some confidential information will not be kept in these files. Please seek guidance from the school counsellors, head teacher of welfare, head teacher of Teaching and Learning or the learning and support teacher.

The Purpose of Evidence

- To ensure all needed and relevant support is being provided to our students.
- To understand that the support of a student is a collaborative process.
- To give teachers a range of strategies to suit diverse learners.
- To keep communication open with parents.
- To support our school wide processes for the Nationally Consistent Collection of DATA

Disability Provisions Policy and Processes

The policy was created by the Learning and Support Teacher in collaboration with the Learning and Support Team and Executive Staff. The policy will be reviewed every 12 months or as necessary.

Background

Students with special needs are supported through a wide range of programs and services at Turramurra High School. The school takes pride in professionally adjusting learning for students. One such way of doing this is providing disability provisions.

Disability provisions are adjustments that are measures or actions taken in relation to teaching, learning and assessment that enable a student with special education needs to access syllabus outcomes and content on the same basis as their peers. The types of adjustments made will vary according to the needs of the individual student.

The types of adjustments made will vary according to the needs of the individual student. For example, enlarged font for a student with a visual impairment or extra time for a student with Cerebral Palsy. Adjustments and provisions will be communicated to parents and can be reviewed when teachers/ learning support/ students and families see a need to evaluate and modify those changes. Decisions are made at school level to offer adjustments to students with special education needs in course work and school-based assessment tasks, including examinations (NESA, 2015). The process for seeking such provisions changes between the junior and senior years.

The following section of the policy document is broken down into specific people responsible for the role in the application for disabilities provisions process.

Responsibility for all staff at Turramurra High School

Executive members, Teachers, Support Staff and SAS staff will endeavour to provide adjustments in accordance with the Disability Discrimination Act 1998 and Disability Standards for Education 2005. The school will make reasonable adjustments for students with special needs.

Responsibility of Teaching Staff at Turramurra High school

- Teachers will assist the learning support faculty by identifying any student who may require disability provisions.
- Teachers will assist in the evaluation of provisions for each individual student.
- They will make professional recommendations to the Learning and Support Team for consideration of provisions.
- Teachers will assist with the supervision of disability provisions, where deemed appropriate, by the executive team.
- It is a teacher's duty to support the application process in accordance with NESA guidelines, this is inclusive of returning teacher comments, to support senior applications, in a timely fashion.

Disability Provisions Policy and Processes

Responsibility of Learning Support

- Liaise with families to support them in providing an application for provisions to the Disabilities Panel and externally to NESA.
- Responsible for lodging all senior applications to NESA for consideration. This is inclusive of assisting teacher's complete comments that are relevant to the application.
- Ensure that teachers have up to date and relevant information on students who have a disability.
- Treat all confidential information with great care and consideration. The Learning and Support Teacher will ensure they consult with parents and students as to what provisions application will be made.
- The Student Learning and Support Officers (SLSO) may assist in the administration process of the application where appropriate. SLSO's will provide the supervision of disability provisions where appropriate. The SLSO will provide feedback on the provisions provided to support any modification to provisions.

Responsibility of the School Counsellors

- The counsellors will assist students in the application process by providing information to the Disabilities Provisions Panel, at their discretion.
- The counsellors will follow strict procedures of confidentiality when dealing with information. Counsellors will seek student and/ or parent/carer permission before sharing any information with Learning Support or teachingstaff within the school.

Responsibility of the Disabilities Provisions Panel

The Disabilities Provisions Panel consists of the Principal, The Head Teacher Teaching and Learning and the Head Teacher Welfare.

- The panel will consider a student's disability/ disorder or difficulty in accordance with the application given by the family/ Learning Support and relevant medical professionals or external agencies.
- The panel will consider all aspects of a student's application and will come to a fair decision based on the information provided in the application.

Responsibility of the families and students

- All students applying for disability provisions will require documentation detailing their diagnosis and ensure that this documentation is kept up to date.
- Families will understand that a submission of an application does not guarantee the approval of disability provisions.
- Families can appeal this decision and they will know that more information will be required.
- It is the parent/ carer and student's obligation to return documentation the school in a timely manner. Parents and students will understand that application of provisions to NESA can have a lengthy waiting period.

Disability Provisions Policy and Processes

Year's 11 and 12 students

- In accordance with NESAs recommendations, the school will adjust in school assessment tasks (including examinations) if a student has special needs inclusive and highlighted by a diagnosed disability or disorder.
- Students in Year 11 and 12 must have their NESAs paperwork filled-in before accessing provisions. This must be done at least two weeks prior to any examination or tasks for which they wish to seek provisions.
- Emergency provisions will be provided in-house when NESAs documentation has been received or when the principal approves.
- The school always holds the right to decline an application. This may be done by a Deputy Principal or the disability provisions panel.
- Applications for the Year 11 disability provisions will be assessed when a diagnosis and documentation have been obtained and sighted by Learning Support and Executive Staff.
- Learning Support will involve parent/carers and communicate this process.
- The school acknowledges, that the approval process is lengthy for NESAs applications. The school will acknowledge as a school that provisions may be provided to a Year 11 student before they are NESAs approved. This again will be decided by the principal, deputy principals and the disabilities panel. If the NESAs documentation is not completed the student will not get this adjustment.
- In providing students with adjustments in Year 11 (in the form of disability provisions) the school is in no way confirming that these students will get provisions for the HSC.

Logistics for students with extensive disabilities

How the provisions will be carried out?

- If a student has an Itinerant Support Teacher, they will be the first point-of-call in relation to providing direct support for a student with a disability.
- Issues that cannot be addressed by the Itinerant Support Teacher will be referred to the Learning and Support Team.
- Where a student, who works consistent with Learning and Support Teacher or a School Learning Support Officer, they will be the first point-of-call to provide that student with provisions. Teachers will assist in the supervision of provisions of students with special needs, as required.
- Scribes will be trained in-house for any students who may require such measures. When applying for this provision documentation from a medical professional will need to be submitted to the school, when applying for this provision.

All efforts will be made to support this process in the case of an injury. Scribes must be accessed externally for the external HSC examination. Scribes will be internally accessed up until the very last external set of exams.

Students and parents will be directed to the Head Teacher Teaching and Learning for information and advice on this process.

Additional Information and Key Terminology

Information for casual and new staff

If you are a casual staff member, please consult your Head Teacher for access to the digital Learning Support Profiles and Personalised Learning Plans. Please see the Learning and Support Teacher for further information on students who need Learning Support

Personalised Learning and Support Plan

Personalised Learning and Support Plans are created for students who require intensive support in our school setting.

Learning and Support Overview

All students who are on the radar of Learning Support have a profile. This is kept as a digital file that is accessible to all teaching staff. These profiles are distributed to staff at the start of each term.

Parent Referrals

Referrals can be made directly to our Learning Support Teacher by emailing megan.j.andrews@det.nsw.edu.au or by ringing 02 9449 4233 and extension 251.

Action Plans

The Learning and Support Team will create an action plan for support based upon the referrals that we receive. Students with intensive needs or who are funded will receive face to face support first. We will then allocate support based on the referral received.

Disability Discrimination Act

The Federal Disability Discrimination Act 1992 (D.D.A.) provides protection for everyone in Australia against discrimination based on disability. It encourages everyone to be involved in implementing the Act and to share in the overall benefits to the community and the economy that flow from participation by the widest range of people.

Disability discrimination happens when people with a disability are treated less fairly than people without a disability. Disability discrimination also occurs when people are treated less fairly because they are relatives, friends, carers, co-workers or associates of a person with a disability.

Information sourced from: <https://www.humanrights.gov.au/dda-guide-whats-it-all-about>

Disability Standards for Education

The Disability Standards for Education 2005 clarify the obligations of education and training providers and seek to ensure that students with disability can access and participate in education on the same basis as other students.

They cover such aspects as Enrolment, Participation, Curriculum development, Accreditation and Delivery, Student support services, Harassment and Victimisation. The Standards were formulated under the Disability Discrimination Act 1992 and came into effect in August 2005.

Information sourced from: https://docs.education.gov.au/system/files/doc/other/dse-fact-sheet-2-dse_0.pdf