



Policy Review Timeline			
Date of review	Reviewed by:	Actions taken	Next review date
March 2013	College Exec and Learning Support Teacher	First document of this format	March 2015
February 2017	Education Manager in consultation with Learning Support Teacher	Edited to clarify and update wording and to reflect current practices at the school NESA updated Updated Extra Lesson Attachment	May 2018

Contents

1. Rationale
2. Aims
3. Procedure
 - 3.1 Referral
 - 3.2 Appraisal
 - 3.3 Meeting 1
 - 3.4 Meeting 2
 - 3.5 Meeting 3
 - 3.6 Re-appraisal
4. Learning Support Programs
 - 4.1 Class-based support
 - 4.2 Individual Support
 - 4.3 External programs and referrals such as
 - 4.4 Evaluation
5. Gifted and Talented programs
 - 5.1 Aims
 - 5.2 Implementation Strategies
6. Excursions and Camps

Attachments

- A: The Role of the Learning Support Teacher.
- B: Assessment of Learning Support Needs
- C: The Extra Lesson
- D: Excerpt from *Enrolment Policy and Procedures*
- E: Consent to Assessment form

1. Rationale

Mumbulla School recognises the uniqueness of each child. It has a responsibility and commitment to inclusively educate students in all aspects of the curriculum.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* are intended to give students with disability the same rights as other students, including the right to education and training 'on the same basis' as students without disability.

Before any adjustments are made, '*consultation*' takes place between the school, student (if appropriate), and parents/carers.

This document provides the guidelines and procedures for students attending Mumbulla School who require additional support. For example, students with:

- learning difficulties
- intellectual, physical, emotional and/or behavioural difficulties or disorders
- hearing impairment
- visual impairment
- language disorders
- gifted and talented

We endeavor to provide all learners with a supportive learning environment with quality teaching that builds on their strengths.

Children's educational development is a whole school responsibility. While the primary learning setting is the classroom, the school accepts the responsibility for providing alternative and supplementary programs and settings to meet the specific needs of all students.

Learning Support programs offered at Mumbulla School are sympathetic to the school philosophy and where appropriate compliment the class curriculum.

This *Learning Support Policy* is available on our website and parents will be referred to it by class teachers and the Learning Support Teacher/s (LST/s) as required.

2. Aims

At Mumbulla School, the provision of Learning Support aims to:

1. identify each child's specific learning need/s and design appropriate educational programs
2. provide timely intervention and learning support to avoid the development of associated secondary difficulties
3. facilitate the attainment of literacy and numeracy goals by:
 - i. providing teaching resources and strategies which promote the experience of learning success.
 - ii. providing individual programs (IPs) where needed.
4. maintain and increase participation of children with specific learning needs in all school programs
5. develop a team approach with parents, teachers and assistants
6. integrate the child into the classroom, fading out assistance and promoting learning independence
7. enhance the confidence and self-esteem of all students, particularly those with additional learning needs
8. nurture a culture of acceptance and respect
9. support student's success in challenging learning experiences
10. promote acceptance and understanding of all students' learning needs throughout the school community
11. make referrals for students to appropriate external professional agencies, with the consent of parents, that will enhance the student's learning or the school's understanding of their learning challenges.

Support may be offered to teachers in designing and implementing programs to meet the learning needs of the whole class as well as groups or individual students. This may include professional development to develop appropriate classroom programs for students with additional needs.

3. Procedures

All the following procedures are of course conducted with sensitivity, understanding and confidentiality.

It is vital for the school to consult and work with parents in meeting children's learning needs. Parents will be kept informed of assessment processes and programs offered through consultation with the class teacher and LST/s.

Enrolment applications from students with additional needs follow the procedures outlined in our Enrolment Policy. If it is indicated on the enrolment application form, or during the interview process that a child requires additional support, the class teacher, Education Manager and LST/s, will meet with the parents and the procedure for the enrolment of students with additional needs will begin. (*See Attachment C: Excerpt from "Enrolment Policy"*).

Mumbulla School will regularly screen and assess students to identify their learning support needs and ensure timely intervention is provided. (*See Attachment B: "Assessment of Learning Support Needs"*).

3.1 Referral

A referral for Learning Support may be made by a class teacher, the parent, a previous school or support professional (eg. psychologist, speech therapist).

3.2 Appraisal

The LST/s in conjunction with the class teacher determines the nature and level of educational needs of student/s that may be in the following areas:

- Key Learning Areas
- Communication skills
- Social skills
- Personal care

Parent permission will be sought and received before any external assessment is carried out.

3.3 Meeting 1: The class teacher and the LST/s will meet to determine what information needs to be collected to prepare an IP. The LST/s may be requested to do an in-class observation and additional one-on-one assessments.

The information collected as part of a child appraisal may include:

- Class teacher observations
- Standardized testing
- Curriculum-based assessment
- Parent information

3.4 Meeting 2 – Developing an Individual Plan (IP)

The class teacher, LST/s, Classroom Assistant/s and, when relevant, Specialist teacher/s, meet to discuss strategies and goals. If the child is identified as having additional needs the class teacher will draft an IP to support the child.

3.5 Meeting 3 – Developing the Individual Plan (IP), in collaboration with parents

At this meeting, the parent/s will be given information on the assessment process and what support mechanisms the school can offer. The IP will be shared with the parent/s and input from them will be sought. All parties will sign the IP in agreement to support the measures being implemented.

3.6 Re-appraisal

The effectiveness of the support program will be reviewed on a regular basis through monitoring and evaluating student progress using information gathered by the class teacher and where relevant the LST/s. Parents, class teachers, LST/s and specialist staff are to be involved in the re-appraisal if necessary. The child's progress will be reported to parents and carers at an IP review meeting held once a term.

4. Learning Support Programs

Following assessment, and in consultation with the class teacher and parents, the LST/s may recommend or organise assistance for the child through one or more of the following support programs. These may be class-based, individual or group programs, or programs based outside the school. Any outside programs will only be suggested in consultation with the Education Manager. Evidence based support programs are favoured by the school.

4.1 Class-based support

- Classroom Assistant
- Support with whole class programming
- Support with individual programming within the class setting
- Provision of Learning Support Resources
- Integration and Differentiation assistance
- Teacher Coaching
- Parent volunteer assistance
- Regular Reading Running Records
- LST/s Observations

4.2 Individual Support

- Individual Literacy Intervention with LST – Multi-Lit Reading Tutor Program and Extension Program
- Individual Numeracy Intervention with the Numeracy Assistant – Maths Mastery Program
- Social or behavioural support programs
- Preparation of specific learning resources
- Pre-teaching of skills to be learnt in class
- Small Group Reading Intervention with the LST - MiniLit (Classes 1-3), MacqLit (Classes 4-6)
- Small Group Maths Intervention with the Numeracy Assistant

4.3 External programs and referrals that may be suggested, after consultation with the Education Manager.

- Medical intervention
- Nutritional support
- Speech Therapy
- Occupational Therapy
- Vision checks
- Counselling
- Royal Far West programs
- Extra Lesson (See Attachment C: *The Extra Lesson*)
- Listening program

4.4 Evaluation

- IP meetings once per term
- Progress assessments and reports regularly
- Adjust levels of supports as needed

5. Gifted and Talented Students

According to the NSW Education Standards Authority (NESA):

“Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum.”

NESA states that generally gifted students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas

At Mumbulla School, differentiated educational opportunities assist in meeting the needs of gifted students.

Giftedness and talent may occur in many different areas including creative arts, academic skills, social and leadership skills.

5.1 Aims

Mumbulla School will:

- Nurture all children equally so that all may grow to be secure, healthy and adaptable children.
- Identify gifted and talented students at our school.
- Include within each activity differentiation possibilities for extension, eg. the complexity of stitch and design in Craft; extensions in story writing...
- Provide professional development opportunities for teachers.
- Provide opportunities for gifted and talented students to assist their peers with learning.
- Utilise community resource people to provide extension for all students including gifted and talented students.

5.2 Implementation Strategies

5.2.1 Strategy 1: Identification

We will identify talented students through:

- Observation by the classroom teacher, other support personnel and parents.
- Assessment: “teacher-devised” and standardized.
- Use of cumulative results, comments and records.

5.2.2 Strategy 2: Class Programs

Classroom teachers will:

- Ensure that the delivery of the curriculum incorporates differentiated teaching and learning experiences. These may include but are not limited to a focus on “problem-solving” processes, “open-ended” question, activities and assignments, “extension” work, peer tutoring, individual research.
- Involve community members as “mentors”, guest speakers wherever possible and appropriate.

5.2.3 Strategy 3: Whole School and External Programs

- Support and encourage the participation of all students, including those identified as gifted and talented students, in extracurricular activities which will provide them with extension and enrichment eg. dance, camps, music camps.
- Identify and utilise the talents of parents and other community members to assist in the delivery of programs for all students.

6. Excursions and Camps

Excerpt from the “*Excursions and Camps policy*”

Experiential learning is a fundamental principle embodied in the curriculum documents and syllabuses of Mumbulla School. Excursions and camps provide opportunities for experiential learning.

Excursions and camps are often tied in with the curriculum and Main Lesson work and may be the culmination of children’s work over many weeks. For many, they are the highlight of the school year and children’s growth and social development can be enhanced in new ways in a different environment. The provision of opportunities for children to participate in experiences in the wider community is a means of reinforcing and supplementing the curriculum offerings of the school.

Excursions and camps aim to challenge children. The challenges may be different for each child, and it is important that all students participate. Children’s anxieties are given every consideration and support to allow them to enjoy the experience. For some children, such experiences organised and implemented by the school are the most significant opportunities they have for integrated learning of living skills.

Children with additional needs are encouraged to participate in excursions and camps. Strategies to allow them maximum participation will be developed by the teacher in consultation with the parent. Strategies may include:

- Partial participation in or modification of certain activities
- Parents accompanying their child on an excursion or camp to provide support and comfort.

A management plan for children with additional needs will be developed with individual families well in advance to provide appropriate support to make the camp or excursion a positive experience for everyone involved. It is important for parents to share with their class teacher any concerns related to the child’s ability to participate in an excursion or camp.

ATTACHMENT A THE ROLE OF THE LEARNING SUPPORT TEACHER.

While all staff are responsible for all students at Mumbulla School, the Learning Support Teacher/s (LST/s) have a specific role. Parent volunteers are trained to assist where appropriate. The LST/s will:

1. Diagnostically assess children's strengths, needs and learning styles.
2. Liaise with College and with parents during the enrolment process to ensure that the school is aware of a child's Learning Support needs, and that parents understand how the school proposes to meet those needs.
3. Work with class teachers to contribute to Individual Programs (IPs) for children with specific learning needs and if necessary assist the class teacher to develop classroom programs to assist.
4. Maintain confidentiality in relation to children's learning support needs.
5. When necessary, request parent/s to obtain vision, hearing or other assessment related to educational or developmental needs when necessary.
6. With the consent of parents, arrange other school-based assessments including assessments by visiting specialists. The reasons for seeking this type of assessment will be communicated clearly to parents and these reasons will be written on the "Consent to Assessment" form (*Attachment D*).
7. Provide instruction to students using a variety of teaching strategies, either in one to one or small group settings, to meet the needs of each child.
8. Liaise with and coordinate programs with other support staff such as the Numeracy Support staff, Class Assistants and community volunteers and consultants.
9. Maintain records of each child's program and progress towards outcomes for review purposes.
10. Maintain regular contact with parents and class teachers and assist in reviewing progress and planning future programs.
11. Organise meetings with parents to provide feedback following any formal individual assessments.
12. Maintain equipment and purchase resources for Learning Support programs.
13. Work with parent volunteers to provide coordination and training.

ATTACHMENT B ASSESSMENT OF LEARNING SUPPORT NEEDS

- Upon enrolment, the school will seek information about a child's learning needs from parents, including information from previous external assessments and from former schools.
- College of Teachers will hold a Class Focus on each class throughout the year to help identify any specific learning needs.
- College may do a Child Study to help identify the needs of a child.
- Regular ongoing assessment of all children's learning will be carried out by class teachers through assessment of learning outcomes. Records of observations and work samples will be kept for assessment purposes.
- Class screenings will be carried out each year from Class 1 onwards in Reading, Spelling and Numeracy.
- Individual assessments may be carried out following a recommendation from the class teacher or a request from parents. These may include developmental screenings such as: Diagnostic Numeracy Assessment, PROBE Reading Comprehension Assessment, PM Benchmark Assessment or other assessment relevant to the child's needs.
- Assessment of a child's learning needs may also be carried out at school by visiting specialists such as the AIS Literacy Consultant, Community Health workers for vision and hearing checks, Occupational Therapists or Speech Pathologists. Parents will be notified of this ahead of time. Parents will be given the opportunity to be present at the assessment if appropriate and the results will be discussed with them.
- Where children are receiving external assessment arranged by the parents or in conjunction with the school, reports from these assessments will be sought and taken into account in the planning of programs to meet the child's specific learning needs.
- All Learning Support programs will incorporate ongoing diagnostic assessment from the LST/s and class teacher.

If a child has been assessed as having additional learning needs, the level and nature of educational needs across all key learning areas and including communication skills, social skills and personal care is assessed and identified by the class teacher and the LST/s.

Information collected may include:

- class teacher observations
- parent report
- standardized testing
- observation by support or specialist teachers
- curriculum-based assessment
- results from assessments made by other professionals such as medical, speech pathologist, occupational therapist, psychologist, etc.

ATTACHMENT C THE EXTRA LESSON

The basis of Extra Lesson work is derived from the work of Rudolf Steiner in conjunction with research on the neurophysiology of the body and brain. It is an appropriate intervention at Mumbulla School as it fits with the School's educational philosophy.

The Learning Support Teacher/s (LST/s) may refer to components of Extra Lesson understandings to:

- work with Class teachers in gaining an understanding of where all children are in their development as it relates to their learning and assist the Class teachers to use this understanding in their programming.
- carry out small group Readiness Assessments and communicate the results to the teachers in the junior school.
- where necessary, assist parents to seek assessment and interventions by other therapists such as doctor, paediatrician, behavioural optometrist, audiologist, speech therapist, chiropractor, naturopath, cranial osteopath, psychologist, massage therapist, dietician, C.D.U. or counsellor.
- prepare and present Anthroposophical and developmental topics of the teacher's request at Class Meetings.
- liaise with other schools to seek out and share methods of helping children with learning difficulties

Process for Referral to an Extra Lesson Practitioner

In consultation with the class teacher, the LST/s may refer a student to an Extra Lesson practitioner. Extra Lesson is a private fee service and is out of school hours. The school's office will have these details.

ATTACHMENT D Excerpt from ENROLMENT POLICY AND PROCEDURES

It is acknowledged that enrolment is often the first and sometimes only point of contact with parents. Clear communication between the school and parents is important for making this a positive experience for school and family. This Enrolment policy aims to reflect the inclusiveness that is part of the school's philosophy (see Inclusion policy).

PROCEDURE

1. Parents/carers will be asked to attend an interview with the class teacher before their child starts school. The completed Enrolment Contract needs to be brought to the first school interview. This is an important opportunity to clarify the expectations of parents and the school with your class teacher. Parents/carers are also asked to familiarise themselves with how the school operates by reading the Handbook before attending the interview.
2. At this interview, information will be sought about the following:
 - family circumstances
 - background information about the child
 - how the individual needs of the child can be met
 - any previous assessments or reports.
3. A further interview maybe arranged if there are remaining questions about how the school can meet the child's needs. The school may:
 - Review the child's physical, social, educational and emotional needs. The school may seek further assessment or documentation to help with this.
 - Thoroughly explore ways to meet the child's specific needs through further discussion with the family and relevant specialists.
 - Seek advice on integration or other funding if appropriate.
 - Consider the impact of the child's enrolment on the school, e.g additional facilities or staff
 - Be guided by the *NSW Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*
4. Where the enrolling child has a disability that involves access issues, the school will refer to the Disability Standards to address the issue. The school will:
 - Be guided by the *NSW Disability Discrimination Act 1992*
 - Seek the parent's assistance in identifying the child's needs
 - Seek advice from the child's specialist
 - Identify access issues
 - Identify all possible solutions with parents and specialists (including the *Disability Discrimination Act* and the *Building Codes of Australia* plus the specific needs of the child)
 - Determine costings.
 - Decide based on the best possible outcome for all parties.
5. The Education Manager and Business Manager will inform the Board of Directors if there are significant financial ramifications in providing appropriate support for the child. The Board and Education Manager together will provide information to the family about how the school can meet the child's needs, documenting the extent of the services the school can currently offer or may be able to provide in the future. The Education Manager will develop an individual plan for an enrolled child where necessary.
6. The enrolment process will be completed as quickly as possible. If there needs to be extra meetings or an extended consultation process, it is expected that this would happen within 6 months of the initial interview unless there are exceptional delays in gaining the required information.

ATTACHMENT E
CONSENT TO ASSESSMENT

I **do / do not** consent to an assessment being carried out for my child,

_____ of Class _____.

I understand the assessment will be carried out by

_____ of

on _____.

I have met with the Learning Support teacher and/or my child's class teacher and we have discussed the matter of assessment for my child.

Yes / No

I have been informed that I may be present at the assessment.

Yes / No

I understand the reasons that the assessment has been recommended.

Yes / No

I understand that the assessor's professional qualifications and suitability for this assessment have been approved by the Education Manager.

Yes / No

Parent/Carer's Name: _____

Signed: _____

Dated: _____

Learning Support teacher: _____

Signed: _____

Dated: _____