



FRENCHS FOREST PUBLIC SCHOOL

Learning and Support Procedures

Statement of Purpose

Students in regular classes who need support with learning or behaviour, regardless of the cause, may be supported through *learning and support* resources available at school. Students do not need a formal disability diagnosis to access support through these resources.

Implementation

The school's learning and support team works 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 class teacher:

- Works with the stage team to develop strategies to support students.
- Works with the learning support teacher to develop strategies for the student.
- Liaises with parents about learning support including adjustments and differentiation to the regular class learning program.

The Learning support teacher:

- Develops programs of learning to support student learning and behaviour in consultation with the class teacher.
- Assesses students.
- Communicates assessment results to class teacher and learning support team.

Responsibilities

The principal is responsible for ensuring implementation of support for students

The role of the principal as a member of the school learning and support team is to:

- Manage the storage and distribution of documents related to students.
- Manage suspensions and expulsions.
- Manage mandatory reporting.

Teachers and support staff are responsible for ensuring that students who need support in learning are assisted according to the policy statement and key principles underpinning support.

The role of the learning and support teacher as a member of the school learning and support team may include:

- working collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs.



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- plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers.
- work with the learning support team to plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer.
- 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 within 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.

Related Documents

DoE policies:

Assisting students with learning difficulties

Aboriginal Education

Curriculum planning and programming, assessing and reporting to parents

Literacy K-12

Numeracy K-12

School Attendance

Student Behaviour

Student Welfare