

## **LEARNING SUPPORT POLICY**

*The learning support policy has been developed to meet the needs of children experiencing challenges in their learning. The program recognises the complexity of factors which impact on children's learning ie. physical, intellectual, social and emotional. The policy also recognises that for some children it may be necessary to seek assistance from outside services.*

### **BASIC BELIEFS:**

- Teaching is intervention. (Teacher support children at their point of need)
- Children have different learning styles and this must be considered when catering for the needs of children.
- Learning is developmental and some children require extra time and intervention.
- Children need time to settle in and adjust to school routine in their first year of schooling.
- Outside agencies, parents and teachers can provide information about specific needs.
- Support works best when all parties are involved; have agreed goals and consistency in practice.
- Intervention programs build upon the existing skills and experiences of children.
- Various factors impinge on a child's development, including physical, intellectual, social and emotional factors.
- The understanding of a child's cultural background is crucial in supporting their learning.
- Intervention is more successful with lower child adult ratios.
- Support programs need to parallel the classroom program
- Support works best when the child has a positive view of himself or herself as a learner.

### **AIMS**

- To identify the preferred learning style/s of children receiving additional support.
- To identify children who are experiencing difficulties in their learning.
- To ensure the special learning needs of each child are being met within the context of the mainstream classroom.
- To provide 1:1 and/or small group intervention where necessary or possible without compromising the self esteem of any individual student via fixed groupings
- To access flexible school organisation, programs and staffing to maximise benefits for children with specific needs.
- To ensure continuity and consistency of programs and teaching strategies over grades and throughout the school.
- To be appropriately resourced; have access to facilities and personnel. Specific funds should be allocated for the purchase of specialised resources. (Financial – Facilities – Personnel)
- To provide Professional Development for staff.
- To provide systematic monitoring and assessment of children with learning needs.

## **LITERACY SUPPORT POLICY** *(Continued)*

- To inform and involve parents in the ongoing support of children who are experiencing difficulties with their learning.

### **GUIDELINES FOR ACTION**

#### Whole School Responsibility

- Children with learning difficulties will be given more time to develop without grade/age expectations. In some circumstances a child may spend an extra year at primary school.
- Ongoing professional development will be provided for all staff members based on specific needs in any class.
- New staff should be informed of existing support practices and be given support to implement them (eg. Team planning, teacher induction policy, outside agencies, professional development, team teaching.)
- Confidentiality must be maintained.
- Support staff will be allocated wherever possible to provide for 1:1 or small group intervention from within the staffing entitlement.
- Support staff for Prep, 1, 2 are allocated a time allowance based on Early Years funding. Support staff for Grades 3 – 6 is based on the global budget.
- Pupil- adult ratios will be lowered where possible through the Hall Program and LOTE and by learning support staff.
- Student welfare co-ordinator will support classroom teachers in establishing support group structures where required, including access to interpreter services.
- Student welfare co-ordinator will provide a secure, central storage area for PSG minutes, Action Plans and other relevant documents.
- To ensure a smooth transition time will be allocated for teachers to exchange information regarding student's specific learning needs, including the passing on of learning action plans
- Inform parents about existing support practices and current teaching approaches and strategies through the use of newsletters, workshops, information nights and the parental reference library etc.
- Consideration will be given to staff who need to meet for PSG (Program Support Group) and LAPs (Learning Action Plan) during class time. Minutes and documentation will be kept of all PSG meetings and LAP reviews.

#### **Teaching Staff Responsibilities:**

- A learning action plan should be formulated when there is a shared concern about the child's progress or behaviour. This may be initiated by a parent, teacher or other support services.
- Teacher's will formulate a Learning Action Plan in consultation with the child's parents and the child where appropriate.

## **LITERACY SUPPORT POLICY** *(Continued)*

- Classroom teachers will ensure that support is integrated into their classroom program and that each student's developmental needs are supported.
- Teachers will participate in appropriate professional development to help them to identify the nature of a child's difficulty and implement individual programs.
- The Student Welfare Coordinator is responsible for the overall student support program and the administration of learning action plans.
- The Student Welfare Coordinator is responsible for informing teachers of children who are on existing Learning Action Plans or have recently been signed off.
- Teachers will pass updated and new copies of learning action plans to the SWC for central storage.
- Action Plans will be discussed and passed on to a child's new teacher/s.
- Action Plans are signed off when there is common agreement between all concerned parties.

See Appendix 1 for Action Plan proforma.

Appendices

**Learning Action Plan Proforma.**

**Endorsed by School Council 17/10/2005 .**