



Casuarina Steiner School

Learning Support Team

Policy

and

Procedures

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Support Documents:

Individual Education Plan Templates

- IEP Parent letter/information
- IEP Teacher information
- IEP Parent Questionnaire
- Cover Letter for Parent Questionnaire
- IEP Pro forma
- Teacher Referral Form

Teacher Check Lists:

- Adjustments to assist students with additional needs
- Classroom Teacher Reflection Sheet
- General Accommodations/Modifications
- Proactive Strategies
 - o Organisation/Planning
 - o Interactions with others
 - o Inattention
 - o Motor Activity
 - o Academic Skills

Contents continued...

Functional Behavioural Assessment

Assessment Kit

- Reading
 - Screening Test for Reading Failure
 - Edwards and Summers Word Recognition
 - BURT word test
 - Neal Educheck
- Writing
 - Writing Assessment Rubric (BoS)
- Spelling
 - South Australian Spelling Test
- Talking and Listening
 - Speech and Language Checklist
 - Language Assessment
- Behaviour
 - Checklist

What is a Learning Support Team?

A learning support team is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning support needs of students through the coordination, development, implementation, monitoring and evaluation of educational programs.

A prime function of our Learning Support Team is to ensure that the needs of all students in the school are being met.

A key feature of our learning support team is the facilitation of collaborative planning between teachers, support staff, parents and students. Our learning support team also addresses whole school need, teacher need and student need.

How does our Learning Support Team reflect the Steiner Philosophy?

- The LST at Casuarina supports all children irrespective of academic ability, class, ethnicity or religion;
- Takes account of the needs of the whole child – academic, physical, emotional and spiritual;
- Understands the relevance of the different phases of child development;
- Seeks to support children to develop a love of learning and an enthusiasm for school as the basis for addressing additional needs;
- Sees artistic activity and the development of the imagination as integral to learning;

Why implement a Learning Support Team?

The Implementation of our Learning Support Team will draw on the unique and positive elements of our curriculum.

It will:

- Enable effective coordination of support across the whole school
- Enhance the collaboration, and provide collegial support, to school personnel and the wider community.
- Ensure a whole school and ongoing plan is implemented to meet the varied needs of students
- Establish a support network system for all staff so they can cater for students with additional needs.
- Ensure that programs based on current research and best practices [**Evidence Based Practice**] are implemented for students with support needs.

Principles and Practices that underpin our LST

- Teachers see the Learning Support Team as an effective and responsive supplement to the work they do in classes
- Processes are inclusive, well organised and understood by all
- Teachers are involved in the support and planning process at all stages
- Strategies are achievable, relevant and specific to our curriculum and schoolsetting
- Recommendations and support strategies

Who are our team members?

In principle, every teacher is a member of the LST, however their participation will vary according to the function of the team at a particular time.

Each member of the LST will remain in their role for 2 Terms and then their role is made available to another member of Casuarina staff.

Member roles will be rotated each Semester (Term 1 and Term 3).

The Team Facilitator's role is not rotated to other team members.

Other roles within the LST may stay with a particular team member if

- a) they are happy to continue in that role
- b) no other member would like to participate in that role

Roles and Responsibilities within our LST include:

Learning Support Co-ordinator

Responsibilities

LST co-ordination

- convene regular meetings
- develop meeting agenda
- keep and distribute minutes
- maintain LST documents
- coordinate data collection and collation
- coordinate student assessment as needed including liaising with external professionals/agencies
- Ensure that all relevant planning information is shared and understood by all stakeholders

IEP's

- Draft the individual plan in collaboration with the Class Teacher, using the accompanying template and based on the information gathered by the LST
- Refine individual plan in collaboration with the Class Teachers with family and student involvement
- Ensuring that the relevant components of the Individual Plan are shared with members of staff including Casual Teachers
- Ensure that individual plans are reviewed at regular intervals (at least twice a year) and inform the learning report of the student
- Coordinates appropriate sharing of planning goals and outcomes with relevant external professionals
- Carries out classroom and playground observations for the purposes of collecting relevant baseline data as part of Individual Planning process
- Support early intervention that identifies and starts support for additional learning needs in KG (using an understanding of NDIS).
- Carrying out **Functional Behavioural Analysis** as needed

Implementation of Learning Strategies

- Support teachers with implementation of individual plan within a clearly 2 tiered model of support (Universal support, targeted LST support)
- Support teachers with introduction of identified learning strategies (modelling)

LA coordination

- convene regular meetings
- develop meeting agenda
- keep and distribute minutes
- Time tabling of assistants within given parameters
- Skill development relevant to identified needs

Enrolment of children with AN

- Follow enrolment process according to policy
- Collect relevant information
- Liaise with teacher and principal
- Coordinate class one readiness assessment

Transition KG to class one

- Coordinate transition plan from KG to Class 1 in term 4 in collaboration with KG teachers and future class 1 teacher

Research

- Research best practice approaches to various disabilities and AN
- Provide teachers with relevant information

Social skills

- Provide social skills session for identified students

Professional Learning Coordinator – Principal/SWC

Responsibilities

- sources and provides relevant , evidence based information to teachers and LST based on student need
- Coordinates professional learning for LST, staff, board and parent body as needed
- Co-ordinating collegial pair observation and feedback as part of teacher professional practice
-

Student Welfare Coordinator

Responsibilities

- Works with LS Coordinator to collate and analyse data to inform individual plans
- Carries out playground observations for the purposes of collecting relevant baseline data as part of Individual Planning process

Resource Coordinator

Responsibilities

- Build staff awareness of all resources and application
- Identify resource needs based on school budget, individual planning goals and strategies
- Brings identified resource list to committee for prioritisation

Other team member responsibilities

- Attend meetings and provide objective feedback as required
- Take on roles as they are rotated
- Engage in LST discussions
- Provide support to individual LST members as required e.g.: assisting with Data Collection

What does our Learning Support Team do?

The Learning Support Team at Casuarina may:

- Provide structured, sequential support process for the identification, referral, assessment and planning support for any student with additional needs
- Ensure that all individual support processes are underpinned by evidence based practice
- Effectively utilises a multi-disciplinary model of support where appropriate (coordinates effectively with external agencies and professionals)
- Works within a clearly defined 2 tiered model of support (outline on page 8) that is based on principles of Response To Intervention
- Implement effective models and programs to improve student outcomes (e.g. early intervention programs, assessment procedures, programs based on current research and best practice in the area of learning difficulties, effective teaching strategies, monitoring and evaluation procedures)
- Utilises the unique features of Steiner philosophy and ensure that these inform all aspects of the Learning Support process including planning, assessment and support.
- Works collaboratively with and values the input from students, parents, school board and all Casuarina Staff

Where does the LST fit at Casuarina?

The classroom teacher can access a number of resources to support students, including the Learning Support Team. These resources range from the least intensive support (adaptation to the class program – universal supports) to the most intensive support (support from outside agencies may be included).

School Levels of Support

Tier 1: Instructional adjustments to the class program.

Tier 2: Targeted support from LST

1. Instructional adaptations to the class program – Universal Supports

Students experiencing difficulty in learning are catered for by the class teacher within the regular class program. This will involve the teacher making instructional adaptations to the program. Casuarina Learning Support Team assists teachers to define and effectively implement a range of universal adaptations.

These adjustments could include:

- simplifying instructions
- prompting/cues
- corrective feedback
- grouping students with similar instructional needs
- peer and/or parent tutor programs
- selecting instructional level text on the same topic as the rest of the class
- additional practice of skills

2. Targeted LST support

- Pre-referral process completed
- Coordinated support begins including assessment, goal prioritisation and planning
- Support strategies can come from either Tier 1 or Tier 2 based on assessment of student need and response.

Learning Support Team Operational Guidelines

The Learning Support Team at Casuarina Steiner School will operate in the following ways:

- The Learning Support Team will meet on a weekly basis to discuss, plan and develop support interventions for identified students.
- Meetings will run for 30 - 40 minutes to ensure that planning and discussion are informed by a mutual commitment to depth of knowledge and practice.
- Meetings will be underpinned by a structured process that is focused on positive outcomes
- The LST co-ordinator will facilitate each meeting including the setting and distribution of agenda
- The LST members will prioritise referrals based on pre-agreed criteria
- Staff wishing to make a referral will be required to complete a LST referral form
- The LST will maintain written meeting records that will be stored on the common drive. These records clearly define the course of action for each item / student considered and responsibility will be assigned for action and individual student case management. Action will include responsibility for reporting to staff and parents as appropriate
- The role of minute taker will be allocated to a different team member each fortnight at the beginning of each meeting.
- A full planning day is allocated for the LST to review all Individual Plans and to design plans for new students as required (Week 6, Term 1 and Week 4, Term 3 each year)

Learning Support Team Referral Process

- Teachers begin the referral process which includes
 - Teachers begin to define and prioritise issues of concern using LST referral template
 - Universal adjustment check list (with peer observation if appropriate)
 - Teachers will provide basic anecdotal data that identifies frequency, intensity and duration of issues and other background information that relates to academic and social engagement.
- At the LST meeting the following will occur:
 - Short term outcomes and actions are defined
 - Follow up process defined e.g.: actions, observations
- At the next LST meeting:
 - The above actions are reviewed and a decision is made to continue support based on response
 - Parent input will be sought if an Individual Plan is to be developed

The Individual Plan

- LST facilitator will draft the individual plan in collaboration with the Class Teacher, using the accompanying template and based upon the information gathered by the LST
- LST members are available to support this planning process as required
- The Class Teacher and the Learning Support Facilitator will refine the Individual Plan with family and student involvement.
- The Team Facilitator ensures that the relevant components of the Individual Plan (e.g. Classroom/playground adjustments) are shared with members of staff including Casual teachers
- LST will review the Individual Plan(s) at regular intervals to be determined by the team

Casuarina Steiner School

Inspiring the Head, Reaching the Heart



Date: _____

Dear

I am writing to you in regard to your child's Individual Education Plan (IEP). An IEP is a working document which informs the planning, delivery and evaluation of an educational program. An IEP is essential for addressing the needs of students who require additional support or an alternative or modified program, environment or curriculum. An IEP is required for students who have funding through the AIS (Association of Independent Schools) and is also recommended for students who are receiving support from Learning Support Teachers and/or Teacher Assistants.

Collaboration between parents, teachers, students and anyone else involved in a student's education is an essential part of this process. I am hoping that we can find a way of working the IEP together without causing too many logistical difficulties. I have put together an 'IEP Planning Sheet' for parents/carers that I am asking you to fill in for your child in preparation for the IEP process.

Once we have this information, I will meet with your child's teacher to write a draft IEP document. Your child's teacher will then ask you to read over the document and provide feedback on any changes that need to be made to it. All teachers involved in your child's education will use the IEP document as a teaching tool to ensure that your child's needs are met in a consistent manner.

If you have any questions about the IEP Process at Casuarina Steiner School, please contact me on 6651 2770.

Kindest regards

Allie Anderson
Learning Support Co-ordinator

Casuarina Steiner School

Inspiring the Head, Reaching the Heart



IEP Information Sheet

What is an IEP?

An Individual Education Plan (IEP) is a working document, designed by teachers in collaboration with stakeholders, which informs the planning, delivery and evaluation of an educational program.

An IEP is a flexible living document that is reviewed and modified over time. It is a tool which assists us to deliver a targeted educational program to achieve appropriate learning outcomes for identified students with additional needs.

Why do we do IEP's?

IEP's:

- Help us to address the needs of students who require additional support or an adjusted program, environment or curriculum
- Are a way of ensuring that the school fulfils obligations e.g.: funding requirements, accountability,

How do we do IEP's?

Information Gathering Phase:

Collect information about the student from the class teacher

Collect information about the student from the parents / carers

Collect information about the student from any other practitioner involved in the students' education e.g.: OT, Speech Therapists and Educational Psychologist

IEP Meeting Phase:

Circulate outcome (Draft IEP) for additions and/or alterations and comments

Identify priorities

Devise strategies

Implementation Phase:

Produce IEP document

Circulate copies to Class Teacher, parents/carers plus relevant members of the school involved in the education program of the student (Teacher's Aide, Principal)

Monitoring and Evaluation (ongoing)

Review:

To be determined at time of writing IEP (usually between 1 term and 1 year)



Individual Education Plan Parent/Carer Questionnaire

Childs Name: _____

Date: _____

Parent/Carer Names:

What do you feel are the strengths of your child?

What do you feel are your child's challenges (e.g. Areas that may be frustrating or that your child can improve?)

How do you think you child learns best? (What kind of situation makes learning easier?)

What are your child's favourite activities?

What are your child's special talents or hobbies?

Does your child have any particular fears?

Are there any special concerns you have about your child?

Please list any external professionals your child may be visiting:

What suggestions do you have about working with your child?

What are your main hopes for your child in the coming year?

Thank you for contributing your valuable insights.



Casuarina Steiner School

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Date: _____

Dear _____

In preparation for _____'s Individual Education Plan (IEP), it would be appreciated if you could assist us by completing the attached Planning Sheet.

This Planning Sheet will help you in clarifying priorities for _____'s learning program over the next semester or year.

Our combined input will assist us to achieve the best possible outcomes for _____ and our IEP process.

Kindest Regards,

Allison Anderson
Learning Support Co-ordinator

Casuarina Steiner School




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Student Name	Age	DOB	Verified Impairment Category	Class	Teacher
Goals:			Strengths:	Challenges:	
Outcome / Goal(s)	Adjustments (Program & Implementation Requirements)		Who/When		

As agreed by:

Student Plan

Background including reports			
External professionals and contact details			
In School Team and Roles			
Strengths and interests			
Notes from discussion – Date:		<p>Processes that work</p> <p>Positive consequences that work</p> <p>Negative Consequences that work</p>	
Overview of issues and impact	Impact on Academic 0-3 	Impact on Social 0-3 	Impact on Behaviour 0-3 
Notes from FBA			

Priority Goals and Current Level of Functioning	Goal:
	Home Based Supports

Adjustments

Environment	Communication	Curriculum
		

Further Action Planning

Action	Time Frame	Person Responsible	Comment

Referral Form – Anecdotal Information

Student Name:		Class:			
Teacher:		Student Age:		Date	
What are the top 3 issues of concern?					
1:	2:	3:			
When do these issues occur?					
Where do these issues occur?					
How often do these issues occur?					
Potential contributing factors					
What is the impact on the Student					
What is the impact on the teacher?					
What is the impact on the peers?					
External Support Personnel					
OT	Y/N	Hearing	Y/N	Other	Y/N
Speech Therapy	Y/N	Optometrist	Y/N	Counselling/Psychology	Y/N
Dr./Pediatrician	Y/N	Other			
Comments:					

LST:

Actions to be completed: _____

Review: _____