



Stanmore Public School

Learning Support / Enrichment Overview

At Stanmore Public School, we are committed to differentiating the curriculum to meet the diverse learning needs of every student. We take a holistic approach to education, supporting children's growth and development in all domains of learning - academic, creative, social-emotional and sensori-motor.

We recognise that many children may have particular additional needs, talents, disabilities or differences which mean that they may benefit from adjustments and accommodations to curriculum content and/or learning environments, and the provision of additional resources and support strategies.

For many children, these additional needs and/or talents are met through differentiated quality teaching within the classroom, led by the class teacher. Our teachers are skilled in differentiating the curriculum to meet all learners at their points of need. The Assistant Principals who supervise each stage work closely with their teams to ensure differentiated quality teaching is planned and implemented in all classrooms.

Some students may require an additional layer of support to assist them to reach their full potential as learners. At Stanmore PS, we have a large and dynamic Learning Support Team (LST) supporting students, class teachers and parents. The LST is comprised of a range of teaching and non-teaching staff, who work collaboratively with students, classroom teachers, parents and external agencies and allied health providers to plan and implement the adjustments, supports and enrichments our students need to fulfil their learning potential.

Who is part of the Learning Support Team?

Learning and Support Teachers (LASTs) may support students in classrooms alongside class teachers, or they may withdraw identified students individually or in small groups to provide support. They act in a case manager role for the students they support, working in partnership with classroom teachers, parents and external providers such as allied health and therapists to develop learning goals for all supported students and to develop and review personalised learning and support plans (PLSPs) for students who require substantial or extensive support.

English as an Additional Language/Dialect (EAL/D) Teachers support students from language backgrounds other than English, including new arrivals and students who speak a different language at home. This support assists them to develop their oral language, and the literacy skills they need to meet the demands of the curriculum in all learning areas. They may support students in classrooms alongside class teachers, or they may withdraw identified students individually or in small groups.

The **Enrichment Teacher** provides specialist enrichment programs in English and Maths for students in Stages 1, 2 and 3 who demonstrate particular strengths in these curriculum areas. They also coordinate and supervise student participation in external enrichment programs such as the Maths Olympiad, Game Changer Challenge and Da Vinci Decathlon.

The **Special Education Teacher** supports students with diagnosed disabilities who have a disability confirmation sheet, and their teachers. The Special Education Teacher works closely with class teachers to build their capacity to effectively support higher needs students in their classroom, and provides some direct instruction for some higher needs students. The Special Education Teacher also supervises the school's team of School Learning Support Officers (SLSOs) and coordinates the support strategies and programs the SLSOs implement for students with diagnosed disabilities; and they also collaborate closely with parents to develop and review Personalised Learning and Support Plans (PLSPs) with agreed goals. This is an above establishment position created by the school, and funded through Integration Funding Support (IFS) allocations (see below for more details on IFS).

School Learning Support Officers provide in class support to the teachers of students with diagnosed disabilities, who are allocated additional funding through Integration Funding Support. At times, SLSOs may provide in-class support to students who do not receive Integration Funding Support.

They work in classrooms according to a timetable set by the Special Education Teacher. Their role is to support student learning under the direction of the classroom teacher. They are non-teaching staff, and they do not have duty of care of students - this remains with the supervising teacher.

The **School Counsellor** provides counselling and wellbeing support for students, based on referrals by teachers via the Learning Support Team, or parent referrals. The School Counsellor also conducts a range of assessments to support families, health professionals and school staff in learning more about students' particular learning needs or talents. The reports from these assessments can assist in the identification of a range of issues or talents, and may inform a future diagnosis by health professionals.

The school's **Senior Executive (Principal and Deputy Principal)** are members of the Learning Support Team and attend LST meetings, and provide support, guidance and oversight of student support and enrichment strategies and case management. They work with the LST and the wider staff team to create and implement school procedures and practices for learning support and enrichment, in line with Department of Education policies.

What is the referral process for children to receive additional learning or wellbeing support?

Our teachers regularly assess student progress and learning growth through a range of formative and summative assessments. Through ongoing analysis of this assessment data, teachers may identify that certain students would benefit from additional support strategies to maximise their learning potential. They also closely monitor children's wellbeing at school, and may identify that some students would benefit from additional support to assist them with friendships, social interactions or engagement at school.

At this point, they will discuss these observations with their supervisor, who will support them to put in-class supports and adjustments in place. If after this, they still think that additional support would be beneficial, the teacher contacts the child's parents to discuss their observations, the supports they have put in place, and their intention to refer the child to the Learning Support Team.

When a Learning Support Team referral is submitted, the LST looks at the child's level of need, the supports currently in place in the classroom, and the available staffing resources to support the child. In collaboration with the class teacher, a decision is made about how best to support the child's learning or wellbeing, whether through adding the student to a support teacher's caseload, or supporting the teacher to modify or implement new in-class support strategies.

The model of support is then communicated to the parent, and they are consulted on the child's learning goals. Parents are provided with regular feedback from the class teacher and/or the support teacher to keep them updated about their child's progress towards their learning goals.

Teacher referrals for a child to see the school counsellor, for assessment or wellbeing support, are firstly discussed with parents, and then referred to the Learning Support Team. If a counsellor referral is agreed by the LST as appropriate, counsellor referral forms are completed by the teacher and parents, and a case file is created.

Parents can also request a counsellor referral by contacting their child's class teacher, or the principal. This request is then passed on to the school counsellor, who makes contact with the parents to discuss the referral further, and sends the parent referral form.

See the Learning Support Team Referral Process Flowchart on the following page.

Stanmore Public School
Learning Support Team Referral Process

Identify

- Student not meeting social/ academic/ behavioural expectations and/or outcomes in the classroom or playground.

Data

- Teacher collects data through informal and formal assessments including observations, anecdotal notes, work samples, curriculum based assessments and measurements, checklists, tracking sheets and behaviour support programs, through a variety of approaches and from a variety of sources, including other teachers, parents and peers.

Plan

- Teacher makes accommodations and/or adjustments based on the results of the collected data.

Consult

- Teacher consults supervisor about strategies implemented, and discusses adjustments with parent/s.

Refer

- Teacher and supervisor agree that a referral to Learning Support Team is needed. Teacher consults with parent/s.
- Teacher completes Learning Support Team referral form.

I'm concerned about my child's learning and/or wellbeing. Who should I contact?

The first point of contact for any concerns about your child's learning or wellbeing should be **your child's class teacher**. Our classroom teachers have a strong knowledge of the students in their class, and work hard to maintain a clear line of communication and develop strong partnerships with parents. Your child's teacher will be able to inform you about how they are performing in class relative to the syllabus outcomes, and the expected learning behaviours of a child their age.

If after notifying the class teacher, parents feel that their child's learning or wellbeing issues have not been addressed or are ongoing, they should contact the **stage supervisor** to discuss their ongoing concerns. The stage supervisor will then work with the class teacher and the parent to clarify the issues and assist the teacher to plan appropriate supports.

I have important information to share with the school regarding my child. Who should I send it to?

If you have information such as a diagnosis, report or other information from a paediatrician, psychologist or other allied health specialist, you should email this or provide a hard copy to **your child's class teacher, and to the school office marked Attention: Learning Support Team Coordinator**. This ensures that your child's teacher is aware of the relevant information, as well as the Learning Support Team Coordinator, who will table at an LST meeting, or direct it to the relevant staff member and ensure appropriate follow up.

My child has a diagnosed disability. Are they eligible for additional support? Is funding provided to the school for this?

All NSW Public Schools are provided with an **annual funding allocation to support the learning of students with low-level disabilities**. These may include learning difficulties such as dyslexia, speech, language and communication needs, ADD/ADHD and autism spectrum disorder (ASD). This funding is part of the school's flexible staffing allocation, and schools generally spend these funds to employ Learning and Support Teachers and/or SLSOs, who support the additional learning needs of a wide range of students with additional needs and diagnosed disabilities.

A smaller number of students in public schools have one or more diagnosed disabilities which mean they have **higher support needs**. This may have a range of impacts on their schooling, for example their ability to access the curriculum and communicate with teachers and peers, their ability to participate effectively and safely in learning activities and school routines, their ability to manage personal care, and their ability to move around the school site and classroom.

For these students, the school works with parents to obtain detailed information regarding the child's disability and diagnosis from health professionals. The School Counsellor and their supervisor, the Senior Psychologist Education, who works across a network of schools, collate this information and produce a **disability confirmation sheet (DCS)**. A DCS is necessary to apply for Integration Funding Support, or placement in a support class or school for specific purposes.

Once a DCS is obtained, the Special Education teacher and class teacher discuss the available options for support with the child's parents. These options, in general, are:

- **Apply for Integration Funding Support** (IFS, where the school receives funds which are used to provide additional staffing (School Learning Support Officer or Teacher) to support students with diagnosed disabilities confirmed by a DCS. Currently, the school employs four SLSOs and the Special Education Teacher through Integration Funding Support.
- **Apply for placement in a support class within a mainstream school.** Support classes cater for students with a particular disability (for example, Autism Spectrum Disorder (ASD), an intellectual disability). They have a lower student to teacher ratio and have a full time SLSO, and usually provide a modified curriculum.
- **Apply for placement in a School for Specific Purposes (SSP).** SSPs cater for students with a higher level of need (for example, emotional and behavioural disturbances and moderate to severe intellectual and physical disabilities). They have a lower student to teacher ratio and have a full time SLSO, and provide a significantly modified curriculum.

The school creates an **Access Request** to apply for IFS, support class and SSP placements. An access request may apply for one of these options only; or multiple options may be applied for in a priority order. The Access Request is a highly detailed document which outlines the functional impacts of the child's disability in a range of areas, and highlights the need for additional support to access the curriculum and participate successfully in schooling. Parents are consulted through the creation of the Access Request, and are required to sign off on the submitted document for it to be considered by the panel.

Access Requests are assessed by a central panel and the school and parents are informed of the outcome of the Access Request. If IFS is provided to the school, funds are allocated to support the child's needs at the discretion of the Principal and their delegates. The school holds biannual review meetings with parents, led by the Special Education teacher, to assess progress towards goals and consult with parents on the support provided.

Personalised Learning and Support Plans

Also known as a Individual Education Plan or Individual Learning Plan, a Personalised Learning and Support Plan (PLSP) is a working document, designed by teachers in collaboration with parents and carers, and sometimes children, which informs the planning, delivery and evaluation of a modified educational program for a child or children with additional learning, behaviour or health needs.

A PLSP identifies the child's specific learning goals, and outlines the actions, strategies, modifications and supports that will be undertaken to work towards achieving the goals. It is developed through a collaborative planning process involving the school, parents and carers, and sometimes external agencies and the child themselves.

Who needs a Personalised Learning and Support Plan?

In NSW, PLSPs are required for students in Out of Home Care and students with a diagnosed disability who receive Integration Funding Support, or are enrolled in a support class or school for specific purposes (SSP).

All students from an Aboriginal or Torres Strait Islander background are required to have a Personalised Learning Pathway (PLP), which has many of the same components as a PLSP. Information about PLPs for Aboriginal and Torres Strait Islander students can be found here: <https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/aec/media/documents/PersonalisedLearningPathways16.pdf>

It may also be appropriate for some students with diagnosed or functional disabilities, who require a significant level of adjustment and accommodation, but who do not meet the above criteria, to have a PLSP. Sometimes the creation of a PLSP is recommended by external agencies such as educational psychologists or paediatricians, or it may be requested by parents.

Not all children who need accommodations and adjustments need to have a PLSP. For many children, having specific, measurable, timely learning goals which are recorded in the classroom and regularly reviewed and updated by the teacher and the child, is a sufficient level of additional support.

When a PLSP is developed, it is done so by the Classroom Teacher and/or the Learning and Support Teacher, in consultation with the child's parents, and if appropriate, the child themselves. Parent consultation usually takes place during a face to face meeting, but can also be done by sharing the PLSP via email and following up through a video-conference or phone call. PLSPs are usually reviewed each semester, although teachers or parents may request more frequent reviews, and children's learning goals would be expected to be reviewed and updated more frequently.

My child displays talents and would benefit from an enriched curriculum. How does the school provide enrichment opportunities?

The school's support for high potential and gifted students is based on the Department of Education's High Potential and Gifted Education Policy, which inform the school's [High Potential and Gifted Education Policy Implementation](#).

This document outlines the strategies and programs in place at the school to cater for high potential and gifted students.

In 2023, the Stanmore PS Learning Support Team comprises of the following staff members:

Staff member	Role	Days p/w	Key duties
Annette Carruthers	LST Coordinator English as an Additional Language/Dialect Teacher (EAL/D)	4	Oversees teacher referrals to LST Leads LST meetings and sets agendas Oversees planning of LST timetables and allocation of caseloads Collaboratively plans professional learning and support for LST staff members Support teacher for students from language backgrounds other than English
Michelle Baboujon	EAL/D Teacher	4	Support teacher for students from language backgrounds other than English and new arrivals
Sonia Taylor	Learning and Support Teacher (LAST) Enrichment Teacher	2.5 2.5	Teaches literacy and numeracy intervention programs for identified students Teaches literacy and numeracy enrichment programs for identified students
Veronica Bell Maree Wodson	Learning and Support Teachers (LASTs)	3 3	Teaches literacy and numeracy intervention programs for identified students
Sally Hassen	COVID Intensive Learning Support Program Teacher	1	Teaches literacy and numeracy intervention programs for identified students
Tonina Barnfield	Special Education Teacher	5	Supports class teachers and SLSOs to effectively cater for the needs of students with diagnosed disabilities with Integration Funding Support
Steven Krinitzky	School Counsellor	2	Provides counselling and psychological support to students referred by the Learning Support Team or parents Undertakes assessments as requested by the Learning Support Team or external health agencies
Sonia Adoncello Susie Boughton Dimi Stratos Yvonne Moustakas	School Learning Support Officers (SLSOs)	5 5 4 3	Provide in-class support for teachers of students with diagnosed disabilities with Integration Funding Support
Nicole Morris	Deputy Principal	4	Work closely with the Learning Support Team and parents/carers to ensure all children's academic and wellbeing needs are met
Hugh Miller	Principal	5	

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