



Primary School Student Support Policy and Procedures

Aim

Lindisfarne Anglican Grammar Primary School (K-6) approaches the education and support of students from an inclusive perspective, with a team approach, and is designed to provide a coordinated and informed support plan for students.

Staff Roles and Responsibilities

Classroom teachers are considered student case managers for students who may require additional support.

The Student Support Committee provides a co-ordination point for the classroom teachers to refer student needs, and request additional support via completion of the referral form.

A parent permission form is also required so that classroom teachers work toward building a school/family team approach to supporting student needs.

Student Support Committees

The Student Support Committee meets at least once a term to:

- Review progress of student support plans (update database listing of students)
- Accept new referrals
- Follow up on any recommended actions for further assessments
- Prioritise and plan for the next terms student support plans and allocation of resources. This is recorded on a **student support plan** summary for each class.

The current staffing for the Student Support Committee includes:

- Primary Coordinator
- Student Support Teacher
- Teacher referring student/s from Stage 1, 2, 3
- Teacher aides.

Where possible the committee meetings are held after key assessment/reporting times in order to capture relevant data on student performance e.g. national testing; classroom/year level assessments as per assessment schedule and/or parent interview and portfolio reporting times.

Student Referral Form

The form requires information on student performance that should draw on information from existing data (*refer to Assessment and Reporting Policy and schedule of recommended screeners and tasks*)

The information provided on the form by the class teacher guides the prioritization process for allocating learning support resources and/or referring for additional specialist assessments (e.g. OT or cognitive testing etc.).

The parent permission form helps ensure that parents are being kept informed of their child's progress and needs. The intention is to ensure early intervention is provided as this is more likely to achieve progress and gains.

Criteria for prioritisation and allocation of resources

- Early intervention is a critical principle of student support plans.
- Short term but intensive programs are preferred e.g. minimum of two support “lessons” a week; Multi-lit program (2-3 lessons a week).
- Student progress and development will inform decisions regarding ongoing inclusion in specific support programs.
- The access to and use of relevant support services for students will be taken into account when assessing the level of student support provided by the school student support team.
- The nature of student need and learning goals will be considered when allocating time and designing individual or group sessions for referred students.

Student Support File

Individual Student Support files are maintained and may contain:

- Referral information – parent & teacher
- Reports (i.e. SLP, OT, Community Health, Doctors etc.)
- Case notes (Learning Support Teacher)
- Work samples
- Correspondence.

Student Support Options

Provision of educational support for students could take the form of:

- Liaison with teachers to set, monitor and review Individual Support Goals and to plan strategies to be implemented in Learning Support sessions, classroom and home settings
- Individual or small group support lessons with specific goals implemented by one of the committee members
- Provide support for development and implementation of school based and class Language and Literacy programs
- Provide support for teacher for inclusion of Student with Disabilities and/or Students with Learning Support needs (i.e. development of IEPs/ISPs, specific strategies, recommend resources).

Budget

Currently Student Support is allocated a budget which is expended on resources that will support literacy and numeracy assessment and development

Policy Administration

This Policy will be reviewed periodically, or in the event of any information or incident that indicates the need for a review, or following relevant legislative or organisational change.

STUT001 Primary School Student Support Policy	
Policy Version	Version 2
Date of Last Review	May 2016
Date of Next Review	May 2019
Person Responsible	Kathy-Lee Peers
Position	Learning Enrichment Coordinator

Related Documents

Student Referral Process Flow Chart

Teacher and Parent Referral Forms

Student Transition Information Form