### Learning Support Policy & Procedure

Learning Support at Treetops Montessori makes specific provision for students who are:

- Measured as consistently not meeting national expectations for their age cohort
- Performing well below perceived or measured potential
- Known to have specific learning difficulties or disabilities

#### Methods of Identification

- Teacher observation.
- Teacher assessments, standardised or summative.
- Screening test results.
- Parental concern.
- Prior identification by schools or external services.
- NAPLAN results.

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<td>04 May 2012  21 May 2015 - JS</td>
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<td>May 2018</td>
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Screening Tools Used
- **Brigance Screen** in the areas of: Word recognition, Reading Comprehension, Spelling, Sentence Writing.
- **Letters and Sounds**
- **Diagnostic Maths Test** (DMT) and Oxford Diagnostic Maths tests.
- **Wings Assessment Kit** for running records of reading.

Identification Schedule
- All incoming families are interviewed by the Principal and the Director of Enrolments at a Family Interview. Parents are asked about any previous difficulties the student may have had with learning or learning behaviour. If there have been previous assessments, permission is sought for Treetops to receive copies of these documents.
- New students undertake an orientation process and a written record is made which includes any observed difficulties.
- In Children’s House the Brigance Readiness Screen is used with students who are causing concern regarding their progress.
- Also in Children’s House running records of reading are taken prior to students moving to Wattle, or earlier if students are advanced readers who require additional material.
- At the end of Year 1 all students are screened using the Brigance screen to establish base-line data.
- In 2016 this screening will be extended to years 3 and 6.
- The Brigance Screen is used for all new students upon entry to the school beyond Year 1 to establish base-line data and to identify difficulties.
- All students on an IEP are assessed using the Brigance Screen annually, together with any students about whom teachers have expressed concern.

Individual Education Plans (IEPs)
- IEPs are created by Learning Support staff in conjunction with teaching staff and parents. In some instances where the IEP is limited to a specific subject, the subject teacher might write the IEP.
- They contain summary information about the students, changing ‘SMART’ goals, information about accommodations needed and specific support being given and details of meetings regarding the students.
- Students may have additional Risk Management documents where there are behavioural concerns that require this.
- IEPs represent part of teachers’ planning documentation and should be embedded in their classroom practice.
  (See sample IEP attached to this policy)

Staffing
A Co-ordinator of Learning Support is responsible for overseeing the Learning Support provision, for record keeping including IEPs, for liaising with external agencies and with parents, for report writing, for grant applications and for some of the individual and group teaching load.

Learning Support teachers provide specific individual and group support, help to write IEPs and reports, and may support students with specific difficulties within their usual class and subject settings.
Learning Support aides support students with specific difficulties, under the direction of the Coordinator of Learning Support, within the classroom setting or in other areas under the supervision of the class teacher. Learning Support aides are sometimes directed full-time towards specific students with more challenging difficulties or disabilities.

**Provision**

Children’s House students receive provision usually only in areas such as additional gross motor/fine motor, group co-operation and recommendations for external specialist therapy. It is considered that their classroom experience in phonics, reading skills etc. is the more appropriate than removing them for intervention at this age.

In Wattle there is always a focus on intervention using synthetic phonic programs. Students are divided into groups according to the level of phonics intervention they need and are taught in small groups, systematically, several times a week.

Additionally, students may receive individualized intervention or assistance from a Learning Support aide at this level.

Levelled reading schemes are used as part of Wattle’s reading provision and Learning Support staff assist with both the assessment and some of the reading practice where possible.

Sometimes small groups are taken by Learning Support staff for group reading of multi copy reading books.

In Karri students will continue to receive individualized or small group support. This is usually in the areas of continuing phonics tuition, and individual reading practice. A Learning Support aide is usually available for an afternoon a week to focus on assisting students with specific difficulties, for example with lengthier written tasks.

In Jarrah, Learning Support staff usually support students with learning difficulties in Maths and English lessons at least two or three times per week and this has sometimes been able to extend to subjects such as humanities.

A lot of support is given to students by High School staff in creating and acting upon IEPs where a variety of accommodations and individualized curriculum adjustments are made.

Learning Support teachers often put in place specific whole class interventions such as the Learning to Read, Reading to Learn approach to reading and text analysis.

**Liaison With External Services**

- Families are encouraged to inform the school fully about assessments and therapy provided by specialists such as speech and language therapists, occupational therapists, psychologists, paediatricians.
- Treetops staff frequently liaise on an ongoing basis with these specialists, including those specialists involved in student mental health.
- Referrals are frequently made to the school’s nominated AISWA psychologist for case conferences, advice and sometimes specific assessments.
- Pastoral staff, following discussion with the Learning Support co-ordinator, will make recommendations to parents about seeking assessments or therapy from specialist providers.