



GUIDELINES FOR STUDENT LEARNING INTERVENTION AND REFERRAL PROCESS: YEARS K-12

INTRODUCTION

All students are expected to receive appropriate, high quality instruction within a broad array of instructional strategies operating within the general educational setting.

St Mark's Anglican Community School provides access to internal and external referral services. This document provides a guide to assist teachers and parents in supporting students with diverse learning and behavioural needs. Student support encompasses learning enrichment and education support.

1.0 REFERRAL SERVICE

1.1 A referral service may be requested where the School has documented processes for identification, assessment, intervention and evaluation of students' needs, which has resulted in minimal impact on student progress and achievement.

1.2 The referral service is to promote the development of inclusive practices that cater for students with diverse learning needs.

2.0 LEARNING ENRICHMENT TEAM

2.1 The Learning Enrichment Team comprises of the following:

- Assistant Principal, Pastoral
- Learning Support Coordinators – Primary and Secondary
- School Psychologist
- School Nurse
- Deputy Heads Junior, Middle and Senior Schools

2.2 Other members of the Student Support Team are able to participate in discussion of the needs of the students when applicable:

- Assistant Principal, Academic
- Heads of School – Early Learning, Junior, Middle, Senior
- Heads of Department (Sec) and Heads of Year (Prim)
- Deputy Heads of Middle and Senior School
- Classroom Teachers and Education Assistants

2.3 School Psychologist

The main focus of the School Psychologist service is consultancy, support and assessment, to assist with:

- The development of student programs reflective of the Intervention Framework.
- Psychometric testing, developing plans for social and emotional well being of students and formulating attendance plans.
- Support and direction in consultation with parents and Staff regarding students with diverse learning and behavioural needs.
- Multidisciplinary processes to determine if cognitive assessment is warranted.
- Liaise with External Service Providers

The School Psychologist is a member of the Pastoral Care and Learning Enrichment Teams.

2.4 School Nurse

The main focus of the School Nurse is to work across education and health, providing a link between school, home and the community.

The aim is to improve the health and well-being of children and young adults by:

- Providing direct care to students and Staff
- Managing individualised health care plans of students e.g. Diabetes, Asthma
- Providing leadership for the provision of Health Services
- Refers students for screening services if required
- Promotes a healthy school environment by ensuring appropriate seclusion for infectious illnesses and reporting communicable diseases

- Liaise with External Service Providers

The School Nurse is a member of the Pastoral Care and Learning Enrichment Teams.

3.0 INTERVENTION FRAMEWORK

- 3.1 Educators are constantly seeking effective ways to meet the needs of all learners so that every student experiences success. When students learn differently, teachers work to identify their learning needs and intervene. This intervention may be in the form of specific teaching in any instance, or it may be over a longer, more sustained period. These interventions are necessary to support academic and social achievement,
- 3.2 The Intervention Framework is designed to scaffold learning and strategically support learners on the principles that:
- All students can learn
 - Effective schools enable a culture of learning
 - Effective teachers are critical to student learning success
 - Learning and teaching are inclusive of all
 - Teaching support matches the needs and talents of the students
 - Effective teaching practices are research-based
- 3.3 The School's philosophy of providing a structure for teachers to work in teams to best understand and meet the learning needs of students meets the compliance requirements under the Disability Discrimination Act 1992 and the associated Disability Standards for Education 2005. These standards are intended to give all students, including those with disabilities the right to be treated with dignity and enjoy the benefits of education and training in an educationally supportive environment.
- 3.4 In order to further support the teaching and learning needs, steps have been outlined as an ongoing intervention process, encompassing accurate identification and ongoing monitoring of individual students, with particular emphasis placed on identifying students who may require additional support to actively engage in appropriate learning.

4.0 THE INTERVENTION PROCESS - Learning

4.1 Steps in the Intervention Process

STAGE		TASK	WHO	
<p>1. IDENTIFICATION</p> <p>Teachers collect quality information from a range of sources, this information is used to identify strengths and guide improvement. Students with diverse learning needs are identified and provided with an individual learning pathway to actively and successfully engage them in learning.</p>		<p>Fill in the Referral document supplied by Learning Enrichment team.</p> <p>Implement monitoring process.</p>	<p>Classroom Teacher</p> <p>Head of Department/Learning Area</p> <p>Learning Enrichment Team</p>	
				
<p>2. TARGETTED ASESSMENT</p> <p>Students with diverse learning needs may require more specific assessment and/or data to inform the development and delivery of appropriate educational pathways that target the student's individual needs.</p>		Continue monitoring progress.	<p>* Teacher</p> <p>* Head of Department (Sec)</p> <p>* Head of Year (Prim)</p>	
				
<p>3. Analysis and Interpretation</p> <p>Analysis of student data (including a range from multiple sources) are used by Teacher and/or Learning Support Coordinator to develop targeted instruction and an Individual Learning Plan.</p>		Continue monitoring progress	<p>* Teacher</p> <p>* Learning Enrichment Team</p> <p>* Head of Year</p>	
				
<p>4. Learning and Teaching</p> <p>Student data is used to plan and document an educational pathway which includes targeted instruction and/or an Individual Learning Plan. These educational pathways are matched with Learning Support Teachers and/or Educational Assistants.</p>		Effective practices for Student Support is part of the component of learning and teaching.	<p>* Classroom Teacher/ Education Assistants</p> <p>* Learning Enrichment</p> <p>* Deputy Heads of School</p>	
				
<p>5. Evaluation</p> <p>Student progress is monitored, and adjustments are made to the targeted instruction to improve the educational outcomes of students and the quality of the education programs. Processes for the evaluation are clearly identified on the Individual Learning Pathway.</p>		Is there evidence that a referral is required?	No 	
		Yes 		

STAGE		TASK	WHO	
6. Referral The Student Support Team meet to evaluate all information and decide which provider is needed for referral.		Reconvene Learning Enrichment Team	Learning Enrichment Team advises Head of School	
				
		Explain purpose of assessment	Which service is required? Psychologist Nurse Outside Provider Eg medical doctor	
				
7. Consent Consent must be obtained from parents at all times to conduct assessments and release information to relevant providers.		Obtain parent consent to conduct assessment. Obtain parent consent to release information to External Providers	Parent Psychologist	
				
		Meetings and Assessment	Designated service	
				
		Obtain parent consent to release details to School, NCCD and funding bodies if required		
8. Implementation Recommendations from relevant reports to Student learning and engagement.		Implement new or amended monitoring process	Learning Enrichment Team Parents Teacher	

4.2 The monitoring process includes ongoing data collection and analysis of a student's progress, and if the student is observed to need additional support at a later stage, then Steps 2 – 5 should be initiated.

4.3 Parent Support

Care is taken to ensure that the parent/carer understands the purpose of the referral and ongoing support services being requested. Minutes of the discussion with the parents/carers will be recorded in the Case Management notes. A parent can not request the services of the School psychologist without the School going through

the steps outlined in the Stages of Referral. The Student Support Team will be the only group to make recommendations for referral.

4.4 Referral Services

Based on the collection of data from a number of sources, a parent could be advised to take their child for assessment with a:

- Speech Pathologist
- Hearing and/or Vision specialist
- Medical practitioner for social and emotional concerns
- Psychologist

5.0 PRIVACY – COLLECTION AND MANAGEMENT OF PRIVATE AND PERSONAL INFORMATION

5.1 Privacy is taken into consideration where parents provide health information pertaining to their child. All protocols and practices regarding privacy are strictly adhered to.

5.2 Personal and health information is managed in an open and transparent way ensuring the confidentiality of all documents and information.

5.3 Information collected about students is relevant to their education and that information is only used for the primary purpose of improving and enriching learning.

5.4 Written consent is gained prior to providing the information to a third party.

6.0 CONCLUSION

At St Mark's, teachers take the responsibility to create the best possible learning environment for each student through effective screening, progress monitoring and data-based decision-making processes utilizing a multi-stage approach of support. All students are provided with quality learning experiences and where additional support requirements are identified, more instruction is available, providing focussed and intentional strategies to meet the needs of a smaller and more targeted audience.