

## Learning and Support Parent Information

Students at Forestville Public School are supported in their learning and wellbeing in a variety of ways. We are proud of the history and ethos of inclusion at our school, and are committed to working closely with students, parents and all stakeholders as part of this support.

If your child requires additional support at school, you can expect the teacher to make contact with you and arrange a meeting to discuss any concerns. Parents can also approach the teacher to make a meeting should they have any concerns. Parents are encouraged to work with the school to:

- discuss your child's strengths, interests, and areas for development.
- plan learning adjustments and supports.
- monitor progress.

In most cases, these concerns can be solved at a classroom level, however, in some cases, further support for students is needed. In this case the teacher will suggest a referral to the school's learning and support team. The learning and support team works with you, your child, your child's teachers and other professionals to provide the best possible learning and wellbeing outcomes for your child.

This team consist of specialist staff who have deep knowledge of how to support students' learning in the academic, social emotional, physical and sensory domains.

The team members include – learning and support teachers, senior school executive, the school counsellor/psychologist and other specialist staff when required.

If this referral is suggested, you can expect the following:

- A parent referral form to be shared with you. You can complete this form and provide the team with any information you would like to share, as well as information about your child's strengths, concerns you may have as a parent and history and/or background on your child that may be relevant to their schooling.
- Once this information has been provided, the learning support team meets with the classroom teacher to discuss your child's needs.
- A member of the learning support team to contact you to consult on further steps that may need to be taken.

### Step 1: Identifying your Child's Needs.

Parents work in collaboration with the school to identify what your child's needs are. This may happen before your child starts school, or at any point during their education. If your child needs additional support or specialist support provisions, the school will talk to you about the options for your child.

These suggestions and steps may include:

- Have your child's eyes/ears checked, confirming they can see/hear all tasks in the classroom. This can be done through your local optometrist or audiologist.
- Make an appointment with your GP, discuss your concerns. A GP may refer you for further assessments, this could be to:
  - A paediatrician
  - Speech pathologist
  - Occupational therapist
  - Child psychologist
- Once parents share the recommendations from these assessments with the school, additional ways to support your child can be developed.

## **Step 2: School Adjustments and Additional Support Provisions**

Teachers work in collaboration with you to identify and discuss possible adjustments for your child.

If your child has complex needs and meets eligibility criteria, the school can apply for additional support with your agreement. This includes Integration Funding Support (IFS), early intervention, itinerant support teacher hearing/vision or enrolment in a support class in a mainstream school or a School for Specific Purposes (SSP).

### **What Adjustments are Available at Forestville PS?**

Adjustments are ways that teachers and schools make changes to teaching and learning programs, lessons, assessments, or the school environment for children with a disability and additional learning and support needs. This allows all students to access and participate in education on the same basis. Your school will regularly meet with you to discuss the effectiveness of the adjustments made for your child.

Adjustments can take several different forms. They could include:

- Changes to the amount of lesson or unit content your child learns, or the time allowed for your child to complete a task.
- Changes made to the learning materials that your child uses. For example, they might be given the material in digital formats, braille, or illustrated text, or given adjusted worksheets or assessments, or reworded tasks.
- Changes to your child's learning environment. These could include, for example, a personalised learning space for your child or the use of a sound field amplification system.
- Small group tuition.

The adjustments for your child will be regularly monitored and revised from time to time as their needs change. They can be adapted or altered to meet your child's needs.

Any changes to these adjustments will be made with your input and collaboration. You have a vital role to play by taking part in discussions and planning with your school's staff.

Staff can check how well your child's adjustments are working by looking at:

- progress notes kept by their teacher, specialist staff, or other professionals.
- input from you and your child.
- data that has been collected specifically for their planned personalised adjustments.
- updates to your child's health care plan, if they have one, made in collaboration with medical professionals.
- records of any meetings held to review their adjustments.
- data about their progress in assessments.
- records of any adjustments made for them in assessment tasks.
- the plan for your child's personalised learning and support if they have one.

### **Complex Cases**

If needed, the school can reach out to other specialist services within the department of education to seek advice for students who have more complex needs. This may include:

- The Assistant Principal Learning and Support
- Learning and Wellbeing officers
- The Home School Liaison Officer
- Behaviour Specialists
- Assistant Principals vision or hearing
- The Child Wellbeing Unit
- Department of Community and Justice
- Allied Health

### **Integration Funding Support (IFS)**

If your child meets the Department's disability criteria, extra support may be provided in mainstream classrooms through IFS. The school will need to discuss this option with you and in collaboration with you will lodge an access request for this additional funding.

The funding could be used to provide extra teaching staff or school learning support officers (SLSOs) also known as teachers' aides, or it could mean your child's classroom teacher is given more time for professional learning and to plan for your child.

IFS is only considered if your child meets the department's disability criteria and the learning and support team decides that the school needs additional resources to provide adjustments to personalise learning and support for your child, or the most appropriate resource is extra teacher time and/or extra SLSO time.

### **Other Learning Support Available at Forestville**

Your child may also:

- use assistive technology
- be offered or apply for disability provisions for assessments such as NAPLAN.

## Support Beyond our School

The Department of Education has additional information to support parents in the area of inclusion and disability. It can be accessed [here](#).

Key information and useful resources are available to download [here](#)