

# Gladesville Public School

## Wellbeing, Learning and Support Team

### Summary

Updated 2018



## What is the Wellbeing, Learning and Support Team?

The school Wellbeing, Learning and Support Team plays a key role in ensuring that the specific needs of students with disability and additional learning and support needs are met. The NSW Department of Education defines these as:

- learning difficulties
- mild intellectual disabilities
- language disorders
- behaviour needs
- Autism spectrum disorders or mental health disorders (with lower level support needs)
- gifted and talented learners

A key feature of our learning support team is the facilitation of collaborative planning between teachers, support staff, parents and students.

The team work together with the purpose of addressing the learning support needs of students through the coordination, development, implementation, monitoring and evaluation of educational programs.

## Who is involved?

### **Learning Support Team Facilitators: Katherine Hurst & Candice Barnard**

Facilitators ensure that recommendations made by the Wellbeing, Learning and Support Team are implemented and included in the school's management plan.

### **Learning and Support Teacher (LaST): Angela Fasullo**

The Learning and Support Teacher provides direct and timely specialist assistance to students in regular classes with disability and additional learning and support needs and their teachers. Their work emphasises:

- the needs of individual students
- school priorities, and
- evidence-based programs to assist students with additional learning and support needs.

Learning and Support Teachers use a collaborative and consultative approach so that students themselves and their parents or carers are actively involved in the decision-making process.

### **School Counsellor: Colin Legg**

School counsellors are qualified teachers who have a degree in psychology and post graduate qualifications in school counselling.

They complement and enhance the work of teachers by:

- strengthening schools' student welfare provisions, and
- providing psychological assessments of students with specific needs.

### **Executive/ Classroom Teachers: As required**

Members of the executive team and classroom teachers attend meetings when they wish to refer students to the Wellbeing, Learning and Support Team. They implement and monitor recommendations made by the Wellbeing, Learning and Support Team.

## Parents/Caregivers and the Wellbeing, Learning and Support Team

Parents and caregivers have significant knowledge of their child's strengths and educational needs. These insights are especially valued in the processes led by the Wellbeing, Learning and Support Team.

Referrals to the Wellbeing, Learning Support Team including the School counsellor can be made by parents and caregivers.

The school counsellor can address and provide support for students and their parents dealing with issues including school refusal, anxiety, depression, anger and frustration and peer difficulties. Please contact Miss Barnard to arrange an appointment.

Outside of the education system, free telephone counselling services are available to support families who may be going through a difficult time.

- **Lifeline** – 24-hour telephone counselling service 13 11 14
- **Kids Help line**- 24-phone counselling service 1800 55 1800
- **Beyond Blue**- support for anxiety, depression and suicide prevention 1300 22 4636
- **Mensline Australia** – 24-hour telephone counselling service for men 1300 789 978
- **Parent line** – 24-hour advice and information service 1300 1300 52

## What support can the Wellbeing, Learning and Support Team provide?

### Classroom Support- Adjustments to teaching and learning programs

Students, parents and carers and the Wellbeing, Learning and Support Team work together to develop tailored, personalised learning programs and/or strategies. This personalised approach to teaching and learning delivers rigorous, meaningful and dignified learning programs which enable students with disability and additional learning and support needs to access syllabus outcomes and content.

Adjustments can include simplifying instructions, scaffolding or chunking tasks into more accessible sections, prompting/cues, student grouping based on instructional needs, peer and/or parent tutor programs, curriculum compacting and extension and adjustments to assessments including NAPLAN.

Small groups or individual students may be withdrawn to participate in targeted learning activities to support identified learning or wellbeing needs. These groups are fluid and are identified through teacher and/or Wellbeing, Learning and Support assessment.

### Collaborative problem solving with colleagues

Wellbeing, Learning and Support Team members bring a diversity of expertise, perspectives and ideas to the process of supporting student needs. Through a collaborative approach, the team is able to assess student needs and discuss relevant background information to implement the most effective interventions to support a child's learning and wellbeing.

### Support from external agencies and resources

If a student has complex support needs that cannot be met by school resources, the Wellbeing, Learning and Support Team will engage with relevant specialist external agencies. These can include regional and state officers from the Department of Education, paediatricians, speech pathologists, occupational therapists, early intervention services, family support workers and social workers. These external sources and agencies can assist teachers to help your child and/or work directly with children.

A request for support from external services will follow a decision taken jointly by school staff in consultation with parents and carers.