



Learning, Wellbeing and Support Team Policy

Updated 2020

1. Overview and Purpose

Every school has obligations towards students with a disability that are framed by law at an International (UN Convention on the Rights of Persons with Disabilities 2006) Commonwealth (Disability Discrimination Act 1992; Disability Standards for Education 2005) and State (Education Act 1990; Anti-Discrimination Act 1977; Workplace Health and Safety 2011; Disability Services Act 1993) level.

Up to 20% of students could qualify as meeting personalized learning adjustments under national disability discrimination legislation (ABS 2010).

Schools are required to treat students with a disability on the same basis as students without a disability. This includes providing reasonable adjustments to the student's learning program and / or their learning environment to enable their access and participation on the same basis as other students.

Students with a disability, or their parents, must be consulted on the personal adjustments that will be provided.

The Commonwealth Disability Standards for Education Cover:

- enrolment rights; parental choice
- access and participation in all education activities without discrimination
- curriculum development, accreditation and delivery
- the provision of student support services
- obligations to put in place strategies and programs to prevent harassment and victimization, or bullying, of students with a disability

Teachers address the learning needs of all students across the school to ensure that students are supported and have access to rigorous, meaningful and dignified learning experiences. The learning and support team works in partnership with teachers to maximise the learning outcomes for all students.

The Learning, Wellbeing and Support Team addresses the learning needs of all students including those with disabilities and students identified as gifted and talented. The Learning, Wellbeing and Support Team also supports the wellbeing of students by coordinating the PBL program and social skills intervention.

The Learning, Wellbeing and Support Team considers the type and level of support, students with disabilities and learning difficulties require to address their curriculum, social skills, personal care and safety and mobility needs. While the Learning, Wellbeing and Support Team may consider, for example, how the curriculum may need to be modified/enhanced or what management strategies will need to be put in place, it may also make recommendations and referrals to Regional consultancy services to access additional services.

This includes:

- appraisal of student support services.
- access to support services.
- programming for educational needs in consultation with the class teacher.
- reappraisal of programs and services.

2. Role of the Learning, Wellbeing and Support Team:

The role of the Learning, Wellbeing and Support Team is based on the NSW Public School's framework for learning and support in every school and is responsible for:

- **Teacher Quality:** Sustaining high quality professional learning and support for teachers and their school community to understand and address the diverse learning needs of students.
- **Teaching and Learning:** Having high expectations for every student and providing adjustments to support the individual's learning needs.
- **Curriculum:** Working towards high quality outcomes through rigorous, meaningful and dignified learning experiences for every student.
- **Collaboration:** Personalised learning and support plans developed and implemented in full with the student and / or their parent (including open communication and collaboration with parents as part of the referral and curriculum adjustment processes).
- **Accountability:** Meeting our obligations under the Disability Standards for Education.
- **'Early Identification':** of students to allow for adjustments to improve the quality of students' learning experiences.
- **Referral Procedures:** that recognise student ability or limitation and enable teachers to respond to each student's learning and support needs (including open communication and collaboration with parents as part of the referral process).
- **Funding Support:** of students as outlined in personal learning and support plans via RSSSP Applications, Access Request Applications and Applications to Specialist Programs via links with Regional Personnel (including regular review meetings)
- **Facilitation and Coordination of support personnel:** within the school such as the counsellor, ESL Teacher, L&S Teacher, Reading Recovery Teacher, P&C Funded Tutors and Support Teacher
- **Support Services for students:** that are ongoing such as progressive monitoring and record keeping. See Appendix 4 – Summary of Students Adjustments to be kept in front of each students' learning support file.
- **Resource Selection and evaluation:** to support students and teachers.

3. Learning, Wellbeing and Support Team Members:

The composition of Learning, Wellbeing and Support Teams varies between schools in accordance with the needs of the students and their community. Core members of the Learning, Wellbeing and Support team represent executive, specialist, and teaching staff across the school, and work collegially to enable identified students equitable opportunities to access the curriculum.

At different times, depending on the needs of an individual learner, input may also be sought from a range of internal and external agents who are able to play an integral role in supporting students through offering expert advice. Internally, Aboriginal Education Officers, Special Education Teachers, Disability Consultants, Itinerant Support Specialists, and SLSOs may contribute to the development of support strategies for students, while external health care professionals such as paediatricians, speech therapists, occupational therapists, and audiologists, as well as community support workers including caseworkers are often also instrumental in contributing expertise and advice to shape the management of individualised approaches to student support.

School Principal will monitor the activities of the Learning, Wellbeing and Support Team and oversee its functioning within the Department of Education's policies and guidelines.

Head of LWST is the coordinator of the Learning, Wellbeing and Support Team. The coordinator is responsible for ensuring that the team meet regularly and abide by the school policy in order to address the learning needs of all students across the school. The Learning, Wellbeing and Support Team Coordinator is responsible for scheduling and running fortnightly meetings to discuss referrals, negotiate adjustments and support as well as monitor and review progress of individual students identified by classroom teachers and support personnel. Classroom teachers will be invited to learning and support meetings as required.

School Counsellor works to support student wellbeing through conducting psychological assessments, counselling and intervention, and providing collegial advice to teaching and executive staff (See Appendix Five).

Learning, Wellbeing and Support Teacher See Appendix Four.

EAL/D Teachers have a responsibility to identify EAL/D students and work with class teacher to assess level of English language proficiency. They develop a priority list of EAL/D students according to language phase and implement in-class and withdrawal support on a needs-based approach. They collaborate with class teachers to develop curriculum-based EAL/D programs, practices and resources that allow EAL/D students to equitably access the curriculum.

Classroom Teachers *are responsible for meeting the learning needs of all students.* Classroom teachers are responsible for recognising students with additional support needs and planning and implementing adjustments. Classroom teachers are responsible for communicating students' additional support needs and adjustments to parents and stage supervisors. Classroom teachers have a responsibility to participate in ongoing professional learning to maximize their capacity to contribute to learning and support and to enable the delivery of quality learning experiences for each student. Classroom teachers are responsible for working in partnership with the Learning and Support team to meet the learning needs of all students and attending meetings when a referral is made.

4. The Learning, Wellbeing and Support Team Processes and Practices

Our Learning, Wellbeing and Support Team processes are outlined below:

A) Pre-Referral to Learning, Wellbeing and Support Team

1. Students demonstrate additional learning needs; teacher plans and implements adjustments
2. Teacher discusses student with stage supervisor and parent

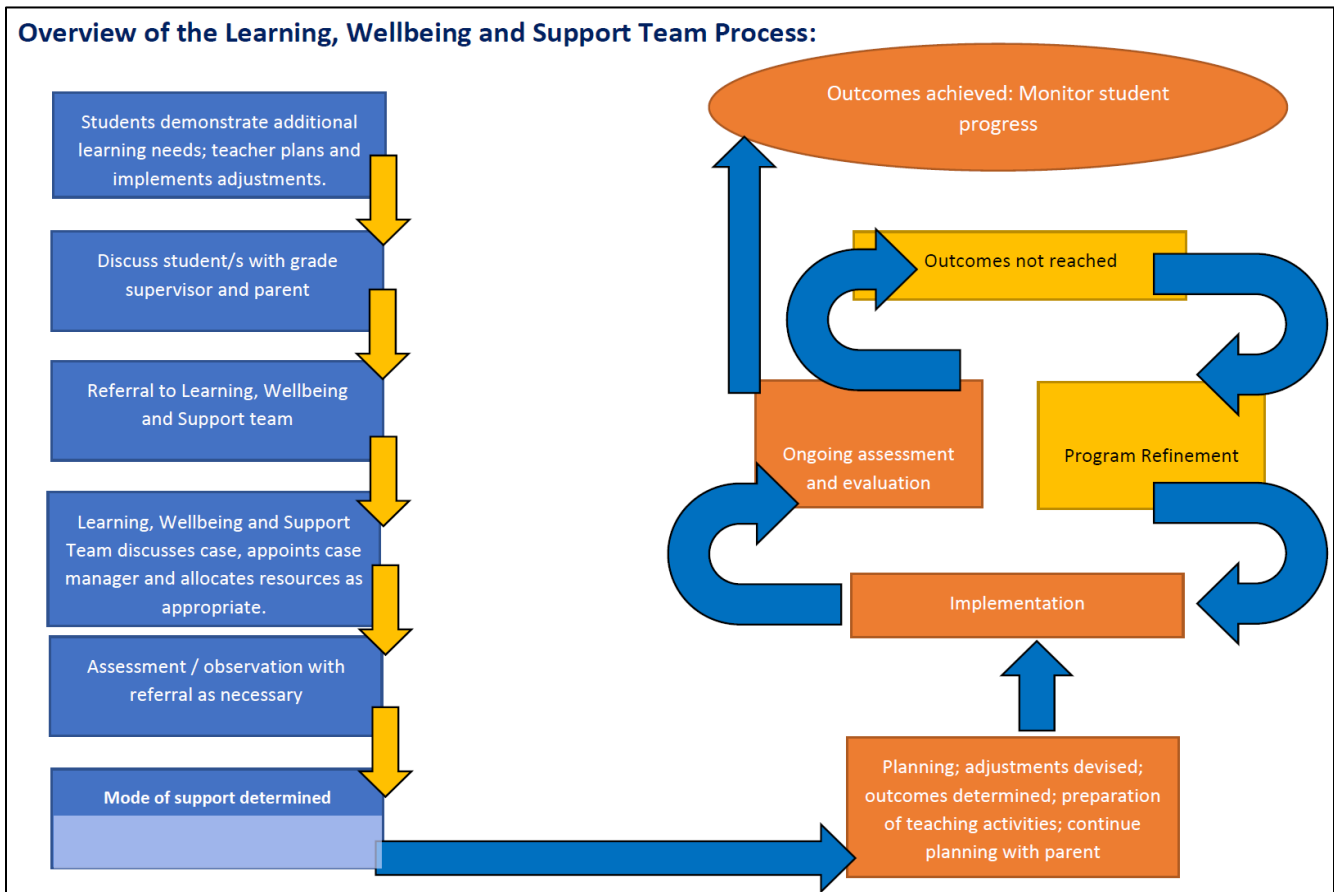
B) Referral to Learning, Wellbeing and Support Team

1. Referral forms to Learning, Wellbeing and Support Team completed in conjunction with stage supervisor and parent; supporting material attached (See Appendices for parent referral and teacher referral forms)
2. Learning, Wellbeing and Support Team discusses case at fortnightly meeting, allocating responsibilities and resources as appropriate
3. Assessment / observation with report as necessary
4. Mode of support determined

C) Planning, Implementation and Monitoring

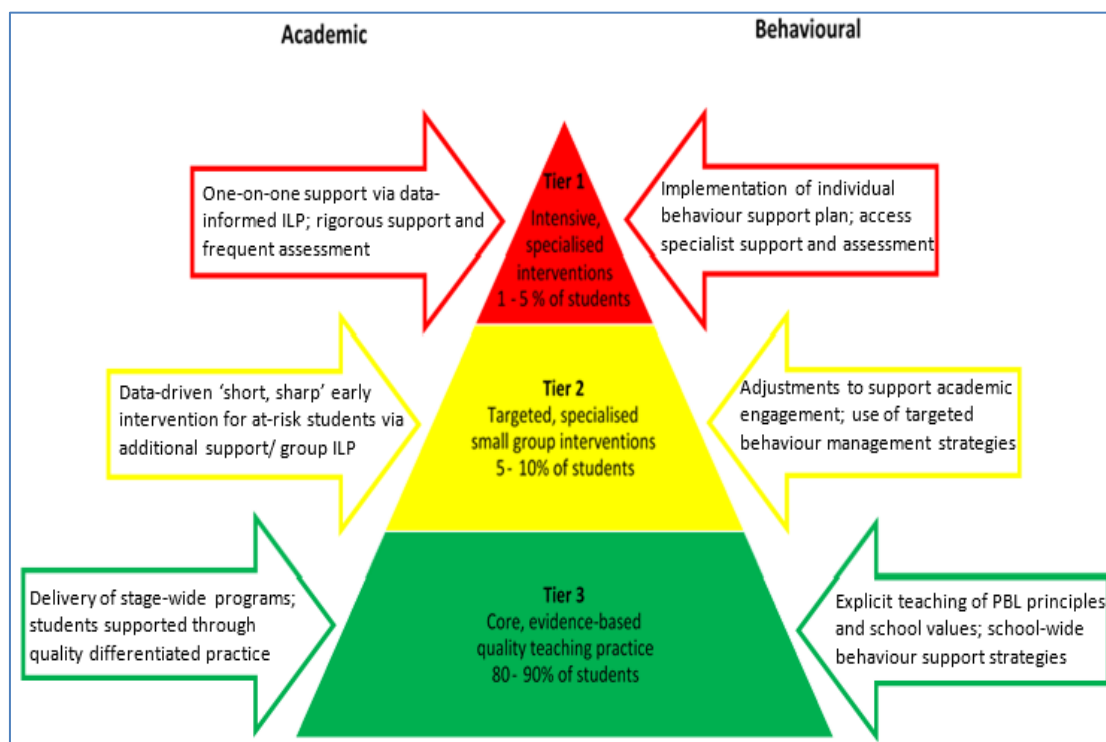
1. Adjustments devised; outcomes determined; preparation of teaching activities; continue planning with parental involvement
2. Implementation
3. Ongoing assessment and evaluation

Overview of the Learning, Wellbeing and Support Team Process:



In Practice - A Quality Teaching and Tiered Model of Support

At Seven Hills West Public School a commitment to effective teaching and learning is embedded throughout school processes and practices where the principles of Positive Behaviour for Learning (PBL) facilitate a tiered approach to academic and behavioural interventions via a continuum of support. The premise of this approach is that collection of quality student data drives timely interventions appropriate to each student's identified level of need. The infographic below delineates the nature of support offered at each tier.



Delivering teaching and learning in accordance with evidence-based best practice recommendations to maximise student achievement relies on educators being equipped with the skills and knowledge to identify student strengths and needs, and gather valid data to make informed judgements. Quality education necessitates teachers having a sound ability to interpret and draw accurate conclusions from assessment data, in conjunction with a commitment to the cultivation of an extensive repertoire of accommodative strategies and adjustments suitable for addressing the diversity of learning needs within their classroom.

Our Tiered Model of Support is outlined below:

Tier 3 – 80% to 90% of students at Seven Hills West are able to successfully engage with the curriculum through participation in their regular classes where learning experiences are differentiated, and appropriate adjustments made, that directly respond to assessment data. Classroom teachers have a responsibility to continually monitor and evaluate the effectiveness of programs and their implementation in line with formative assessment measures. Only a small percentage of students will continue to experience difficulty attaining their potential where the teacher makes informed adjustments to content, teaching strategies, and assessment methods. Teachers should work collegially to actively broaden their knowledge of effective accommodations and adjustments, and be supported in critically reflecting upon their professional practice to this end.

Tier 2 – 5% to 10% of learners require targeted intervention to successfully engage with stage appropriate curriculum content. These students' assessment data evidences sustained difficulty achieving at curriculum level standards, where no or very limited improvement results from the provision of consistent quality adjustments to

the delivery and assessment of learning in the students' regular class. At Tier 2, students identified as being at risk of experiencing ongoing difficulties are referred to the learning and support team with a view to both engaging the student in focused lessons to firm up learning in specific skill areas, and supporting the student's classroom teacher to build capacity toward responding to their learning needs. Classroom teachers work collaboratively with the learning and support team at Tier 2 to support the student to apply in class the skills and knowledge gained through targeted intervention. A majority of students referred to the Learning, Wellbeing and Support Team will access support at Tier 2, thus Group Learning Programs should be created in conjunction with individual class learning goals.

Tier 1 – 1% to 5% of students need highly intensive, personalised support. Tier 1 support systems and practices cater to the high needs of individual students by delivering regular proactive support to prevent disengaged learning or unwanted social behaviours. Tier 1 support emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student learning and social behaviours. At this tier, Individual Learning Programs are developed to match educational needs – with accommodations, adjustments and learning goals identified. Consultation with Parents and Term Review meetings are implemented. Referral to Network Education Office consultants or external consultants are conducted where appropriate. Reappraisal of programs and services occur on a term basis.

5. LWST in Classroom Practice

Term 1			
Phase	Timeframe	Roles	Processes and Procedures
Know your students and how they learn	Week 1	<ul style="list-style-type: none"> CRTs get to know students LWSTs provide rotational in-class support to CRTs, and advice on adjustments to implement CRT, LWST & SLSO collaborate to identify students for referral 	<i>Parents and carers contacted where students are identified for referral; consent obtained</i>
	Week 2		
Assess, provide feedback, and report on student learning	Week 3	<ul style="list-style-type: none"> CRTs refer students to LWST team. Sustained in-class LWST support 	<i>To facilitate more effective use of meeting time, CRTs add referrals to meeting agenda ahead of time. This will allow all LWST team members the opportunity to understand the purpose of each referral prior to meeting, and enable discussion to centre on effective support strategies.</i>
	Week 4	<ul style="list-style-type: none"> LWSTs conduct diagnostic assessments with students referred to LWST team 	<i>LWSTs select appropriate assessments from SHW Assessment Bank (e.g. SENA, SPAT, WRAT) and conduct assessment with referred students based on identified concerns. This will allow student ILP goals to be clear, specific, and challenging, in turn ensuring programs designed for targeted students are appropriate and effective.</i>
	Week 5		
Plan for effective teaching and learning	Week 6	<ul style="list-style-type: none"> LWSTs use assessment data to establish ILP goals in consultation with CRTs LWSTs create ILP documents in consultation with CRTs 	<i>ILP goals are to be SMART goals aligned with Literacy and Numeracy progressions, and keeping to the wording of the latter. They must be informed by assessment data.</i>

		<ul style="list-style-type: none"> LWSTs create targeted programs for identified students, shared with CRTs and SLSOs 	
Implement effective teaching and learning	Week 7	<ul style="list-style-type: none"> Assessment data-informed LWST programs implemented with targeted students for 5 weeks CRTs to continue implementing adjustments and accommodations as advised by LWST team 	<p><i>Anecdotal records and annotations maintained by LWST and CRT to monitor student progress. ILP updated with progress notes as necessary.</i></p> <p><i>Week 11 – ILP goals adjusted as necessary. Reassessment to occur where student has made significant progress toward goals as evidenced by anecdotal notes.</i></p>
	Week 8		
	Week 9		
	Week 10		
	Week 11		

LWST Process Flowchart

Discuss at stage level

Discuss evidence that supports existence of additional needs, including out of school context. Collegial discussion and guidance of prospective strategies and accommodations to be trialled.

Implement accommodations (~4 weeks)

Determine and plan for implementation of accommodations. Set SMART learning goals with student, with a focus on success criteria. Monitor progress and evaluate impact.

Notify Caregiver

If student does not progress toward goals following implementation of accommodations, formally advise caregiver of need for additional support and intervention by L&S Team.

LWST referral and meeting

CRT completes LWST referral form and attends LWST meeting (8:10 am Tuesdays, odd weeks). ILP created by CRT, with LWST team members available advise. LWST team will follow up via email, and attend in class to observe / assess.

AP follow up

ILPs will be reviewed at 5 weekly intervals and discussed in stage meetings in weeks 5 and 10 of each term.

6. Learning, Wellbeing and Support Assessments

The assessments listed below are conducted by the Class Teacher or LWST personnel to support the identification of learning needs.

Behaviour/ Social / Wellbeing- choose based on needs	
ABC recording forms	
Problem Behaviour Assessment and Pathway	
Data Triangulation	
Motivation Scale	
Behaviour Report Checklist	
Functional Assessment scatterplot and Interview forms	
Curriculum- choose based on your stage/child	
Handwriting Assessment	ICAS
Sentence analysis record sheet	NAPLAN
Dyslexia one-minute reading test	PLAN2
Mini Lit 1 and 2	PLAST
Multi Lit 1 and 2	SENA
Best start	CARS & STARS
PM and Running Records	SPAT
Waddington Spelling, Reading, Maths	PAT
Fountas and Pinnell	CAT4
Phonics	M100
Language - optional	
Oral language analysis	
Grammar at the word level	
Pronunciation of speech sounds	
Response to oral question forms record sheet	
Response to oral instructions record sheet	
Communicative behaviours record sheet	
Summary of expressive communication record sheet	
Response to 1- and 2-step oral instructions record sheet	
Response to oral comments and statements record sheet	
Planning and programming record sheet	
Communication dictionary	
Comprehension of nonverbal communication checklist	
Symbol assessment form	

7. Weight Tracking Sheet

The SHWPS Weighted Tracking Sheet provides an overview of evidence-based standardised measures used to identify student needs and inform quality programming and effective teaching of students identified for additional support at Seven Hills West Public School. The type and nature of assessment and testing mechanisms set out below have been selected on the premise that specialised learning and support programs for target students **must** be underpinned by valid, reliable assessment data, in order that learning goals are substantiated and appropriately challenging.

In designing programs to support learners in progressing toward their SMART goals, learning tasks should directly align with areas of need specifically identified by administration of high quality, evidence-based standardised assessment tools. This in turn ensures learning and support programs developed and implemented by staff at SHWPS function according to mandates delineated within the NSW DoE Planning, Programming, and Assessment policies. Data emanating from administration of assessments named within the Assessment Bank should be considered in conjunction with anecdotal data generated through the course of the student's engagement with regular classroom learning, including work samples, formative assessment tasks, and observations.

The Weighted Tracking Sheet categories are outlined below:

Student	D.O.B	Gen	Class	REFERRAL	IEP	EXTENSIVE	SUBSTANTIAL	SUPPLEMENTARY	QDTP (NCCD)	DIAGNOSIS	OUT OF HOME CARE	LAST OBSERVATION	ACADEMIC/CURRICULUM	BEHAVIOUR	ATTENDANCE CONCERN	WELLBEING	EALD IDENTIFIED	EALD PRIORITY	NEW ARRIVAL PROGRAM	REFUGEE	FIRST NATION PEOPLES	SCHOOL COUNSELLOR OBSERVATION	SCHOOL COUNSELLOR ASSESSMENT	INTEGRATION FUNDING SUPPORT	EARLY INTERVENTION	APLaS OBSERVATION	Family	TOTAL
				1	1	4	3	2	1	1	2	1	2	2	2	2	1	1	2	2	1	1	2	3	2	2	1	42

8. APPENDICES

Appendix 1 - Seven Hills West PS Learning, Wellbeing and Support Team Teacher Referral Form

Appendix 2 - Seven Hills West PS Learning, Wellbeing and Support Team Parent Referral Form

Appendix 3 - Summary of Adjustments

Appendix 4 - The Role of the Learning and Support Teacher

Appendix 5 – School Counselling Services

Appendix 6 – Counsellor Referral

Appendix 7 – Classroom Adjustment Checklist

Learning, Wellbeing and Support Team Referral Form – Teachers (Appendix 1)

Personal Information				
Name: _____		ATSI	CALD	
Male/ Female	D.O.B: _____	Age: _____		
Grade: _____	Class: _____	Teacher: _____		
Language spoken at home: _____				
Date of Parent Consultation before referral is made: _____				
Health Information				
Wears glasses Yes/ No		Hearing Loss Yes/ No		
Health Issues (eg Epilepsy, Asthma, ADD, ADHD) _____				
Does the student currently see a Paediatrician or other Specialist? Yes/No				
Does the student take medication at school or at home? Yes/ No				
Please record details.				
Specific Concerns (please circle and give details)				
<i>Academic</i>	<i>Behaviour</i>	<i>Welfare</i>	<i>Attendance</i>	<i>Health</i>

Please circle the words that are appropriate to this student:				
Social Adjustment lacks confidence, shy, sad, withdrawn, happy, nervous, aggressive, many friends, confident, attention seeking, few friends, inappropriate behaviours, prefers own/younger/ older or adult company, leader, submissive, other _____				
Classroom Adjustment tries hard, gives up easily, easily distracted, poor listening skills, immature, daydreams, interested, motivated, independent worker, off task regularly, restless, withdrawn, other _____				
Behaviour excellent, loses temper easily, can't accept consequences, lies to avoid punishment, steals, bullies others, follows others, other _____				

Previous Interventions (please tick) (check with supervisor and pupil record card)

- | | |
|---------------------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> ESL | <input type="checkbox"/> Behaviour plan |
| <input type="checkbox"/> Support class placement (IO/ IM) | <input type="checkbox"/> Referral to Supervisor |
| <input type="checkbox"/> Early School Support (ESSP) (K-2) | <input type="checkbox"/> Detention |
| <input type="checkbox"/> S.T.L.A. support | <input type="checkbox"/> Suspension |
| <input type="checkbox"/> Reading Recovery | <input type="checkbox"/> Interviews with parents |
| <input type="checkbox"/> Itinerant Support Teacher | <input type="checkbox"/> hearing/ vision checked |
| <input type="checkbox"/> (Vision/ Hearing) | <input type="checkbox"/> Occupational Therapy |
| <input type="checkbox"/> Integration funding | <input type="checkbox"/> Speech Assessment/Therapy |
| <input type="checkbox"/> Counsellor assessment | <input type="checkbox"/> Specialist/ Paediatrician intervention |
| <input type="checkbox"/> Individual Education Plan | <input type="checkbox"/> Community Health Services |
| <input type="checkbox"/> Individual &/or class reward schemes | <input type="checkbox"/> Medication |
| <input type="checkbox"/> HSLO | <input type="checkbox"/> External Psychologist |

Strategies attempted prior to submitting this referral (at least three should have been attempted)

- ☐ Incentive program (behaviour/ attendance)
- ☐ Interview with student
- ☐ Interview with parent/s
- ☐ Communication book
- ☐ Discussion with supervisor
- ☐ Tasks modified to suit needs/ skills
- ☐ Small group work
- ☐ Rearranging classroom &/or seating plan
- ☐ Individual assistance with parent helpers
- ☐ Withdrawal from classroom

Desired Outcomes (please circle)

Counsellor Intervention	Intensive Reading Support	Referral to outside agency
STLA Support	Language Assessment	HSLO assistance (attendance)
Individual Support Plan (Welfare/ Behaviour/Attendance)		
APLA (Behaviour Support, Autism, Learning)		Other: _____

Learning, Wellbeing and Support Team Recommendations (LWST use only)



Privacy Note: This information is being obtained to assist the school counsellor in providing support for your child. It may, as appropriate, be provided to other members of the school staff involved in supporting your child. Provision of this information is voluntary. It will be stored securely. You may correct any personal information provided at any time by contacting the school counsellor.

Seven Hills West Public School LEARNING AND SUPPORT TEAM - PARENT REFERRAL (Appendix 2)

REFERRAL TO SCHOOL COUNSELLOR

Parent/Guardian Name(s): _____	Student Name: _____
Home Address: _____ _____	D.O.B: _____
	School: Seven Hills West Public School
Home Phone: _____	Grade: _____
Work Phone: _____	Date of Referral: _____

FOR COMPLETION BY PARENT/CAREGIVER. (Thank you for providing this information)

Do you agree with the reasons for this referral?

Do you have any other concerns?

Developmental history: information that may assist this referral e.g.

Illness/accidents/milestones/Stressful life events, What age talked and walked, Language delay?

Previous support at other schools.

Previous assessments or agencies/support services involved: e.g. speech pathology, pediatrician, occupational therapy

(Please indicate other current support services and attach copies of reports where appropriate and available)

Ears/Eyes tested: _____

Any other tests: _____

Other comments:

What outcomes would you like from this referral?

I give permission for the School Counsellor to:

(1) Contact other agencies YES/NO (2) Provide reports to other agencies YES/NO

And I understand that this referral may involve testing of learning abilities. The School Counsellor will discuss the results of an assessment with the Class Teacher and me.

Parent/Caregiver's signature: _____ Date: _____

Tracking of referral:	Class Teacher	Parent	Supervisor	LWS Team	Principal	Counsellor
-----------------------	---------------	--------	------------	----------	-----------	------------

REFERRAL TO SCHOOL COUNSELLOR SCHOOL PRIORITY: HIGH LOW

B. FOR COMPLETION AND COMMENT BY PRINCIPAL	1	2	3	4	5
---------------------------------------------------	---	---	---	---	---

Principal's Name: _____

Signature: _____ Date: _____

SUMMARY OF ADJUSTMENTS (Appendix 3)

Student: _____

Year: _____

Review date: ... / ... /...

Class Teacher: _____

LWST Coordinator: _____

**COMMENTS ARE REQUIRED ONLY IN CURRICULUM AREA WHERE CHANGE IN ACCOMMODATIONS OR ADJUSTMENTS ARE APPLICABLE.
IF NONE COMPLETE WITH N/A**

KLA	Additional needs learning accommodations or adjustments if applicable-actions	Key personnel	Professional learning support
English: Talking & listening			
English: Reading			
English: Writing			
Maths			
HSIE			
Science & Technology			
PDHPE			
Creative Arts			

Access Considerations	Additional needs learning accommodations or adjustments if applicable	Key personnel	Professional learning support
Communication			
Participation: Social competence			
Participation: Safety & behaviour			
Personal Care: Eating & hygiene			
Personal Care: Health care			
Movement: mobility			
Movement: Hand motor			

Other Planning Areas:

Special Transport/ Independent travel	Identified needs and learning accommodations	Key personnel	Comment
Technology / specialised equipment			
Transition Planning Year of transition: Grade and destination			
Modifications to school environment			
Placement/ Service			

Appendix 4: Role of the Learning and Support Teacher

The Learning and Support Teacher will, through the school's learning and support team, provide direct and timely specialist assistance to students in regular classes with additional learning and support needs and their teachers. Many of these students come from diverse cultural, linguistic and socio-economic backgrounds.

The Disability Standards for Education 2005 provides the context for the role and activities of the Learning and Support Teacher.

Emphasis in the role will reflect the needs of individual students and school priorities and programs that support students with additional learning and support needs. The role will be underpinned by a collaborative and consultative approach so that the student and/or their parent or carer are actively involved in the student's education.

The Learning, Wellbeing and Support Teacher will:

- work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
- plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer
- model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
- provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities
- provide professional specialist advice, support and mentoring to classroom teachers on: how best to cater for the diverse learning needs in their classrooms, and how to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- provide professional specialist advice and assistance about students with additional learning needs to the school's learning and support team
- assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.

Appendix 5: Role of the School Counsellor

School Counselling Services

The school counselling service provides a counselling and psychological assessment service to students with specific support needs in N.S.W government schools. School counsellors work through the Learning, Wellbeing and Support Team to improve student welfare and learning outcomes. School counsellors are appointed to a school and are administratively responsible to the Principal.

The Role of the School Counsellor

- To work in consultation with the school Principal, School Executive, Staff and Regional Student Support services to improve student learning and well-being outcomes and to implement current department priorities,
- To work collaboratively with Learning, Wellbeing and Support teams to develop appropriate school based support for students,
- Conduct cognitive, social, emotional and behavioural assessment of students referred by the Learning, Wellbeing and Support Team and report the results of assessments and interventions to parents and teachers,
- Contribute to the social, emotional and academic developments of students by participating in Student Welfare committees,
- Contribute to the development of and planning for students with special needs by assisting review committees in the design and or delivery of educational plans,
- Respond, as part of a team, to schools experiencing serious and or critical incidents,
- Provide long suspension reports to Principals with recommendations for future management,
- Refer students and or families to other agencies that will support the development of student health and well-being outcomes.

Services Offered

Supporting students by:

- Providing a counselling service to students individually or in small groups,
- Contributing to the assessment of students' needs to improve learning outcomes,
- Assessing students' learning and behaviour.

Supporting Teachers by

- Participating in the work of the Learning, Wellbeing and Support Team and Welfare programs, Supporting the school in serious incident management,
- Liaising with other agencies,
- Providing support and recommendations regarding student suspensions,
- Assisting schools to identify and address disabilities that affect students' learning.

Supporting Parents by:

- Assisting parents to make informed decisions about their child's education.



Seven Hills West Public School

Cnr Lucas Rd and Sackville St Seven Hills NSW 2147

e-mail: sevenhillw-p.school@det.nsw.edu.au

Telephone: 9622 2136

Facsimile: 9831 6437

Dear _____,

In order to support and assist students at this school, counselling is offered at the school through the school counsellor. If you give permission for _____ to receive counselling at the school please complete this form and return it as soon as possible.

If you have any questions or would like to discuss this further please contact the school counsellor at Seven Hills West Primary School (9622 2136).

Yours faithfully,

Shanti Clements
Principal

Amelia Wilson
School Counsellor

Parent/Caregiver Information Sheet

Privacy Note: This information is being obtained to assist the school counsellor in providing support for your child. It may, as appropriate, be provided to other members of the school staff involved in supporting your child. Provision of this information is voluntary. It will be stored securely. You may correct personal information provided at any time by contacting the school counsellor.

Please speak to the Assistant Principal or School counsellor if you require help to complete this form.

What Concerns do you have?

Previous Assessments: eg by a doctor, psychologist, speech therapist

If yes please attach copies of reports if possible or the name of the appropriate person

Is there anything else that you would like the school counsellor to know?

I have read the Privacy Notice and give permission for the school counsellor to:

- | | |
|-------------------------------------------------------|--------|
| 1. Carry out assessment and counselling as required | YES/NO |
| 2. Contact the authors of the reports I have provided | YES/NO |
| 3. Exchange information with these agencies | YES/NO |

Parent/Caregiver Signature: _____

Date: _____

Classroom Adjustment Checklist to support students with additional learning and support needs

Adjustments for students with attention difficulties or ADHD

NAME: _____

ENVIRONMENTAL

- ☐ Seat student near teacher
- ☐ Seat student in low-distraction area
- ☐ Seat student between well-focused peers
- ☐ Allow short movement breaks (walk / stretch)
- ☐ Allow access to quiet area as a workspace
- ☐ Allow use of a fidget toy such as a stress ball, stretch toy or modelling clay
- ☐ Use “zone” table marker (large square of paper – student is to attend only to things happening in the zone. Place your finger on the zone to talk to the student whilst they are “in the zone”.)
- ☐ Allow wearing of headphones (without music) as a noise buffer
- ☐ Keep frequently used student resources and supplies easily accessible and clearly labelled.
- ☐ Keep desks clear of unnecessary materials

INSTRUCTIONAL

- ☐ Give written instructions for complex tasks
- ☐ Provide checklists for complex tasks
- ☐ Break up assessment into smaller sessions
- ☐ Set time limits for specific tasks (use timers)
- ☐ Allow more frequent changes of activity
- ☐ Use bookmarks/page markers to keep place in novels and workbooks.
- ☐ Highlight key instructions or information on the student's worksheet
- ☐ Use student interests to inform content of learning activities
- ☐ Ask questions and involve the student in the lesson frequently to keep them engaged
- ☐ Communicate with parents about homework and assignments
- ☐ Provide printed copies for large amounts of text and ask student to highlight key ideas, rather than copying from the board
- ☐ BYOD if negotiated appropriate

BEHAVIOUR SUPPORT

- ☐ Make sure you have student's attention before giving instructions
- ☐ Ask student to repeat back instructions
- ☐ Acknowledge answers only when hand is up
- ☐ Check in frequently during individual work
- ☐ Use a behaviour chart with rewards (such as free time) earned for completion of tasks
- ☐ Give praise for staying on task
- ☐ Establish a private verbal or visual cue to redirect attention (saying student's name, pointing, tapping the desk or board, making eye contact, finger to lips).
- ☐ Ignore minor behaviours such as fidgeting and shifting in seat
- ☐ Use proximity control to check work, redirect to tasks or give instructions

Tick any of the adjustments that the student is currently accessing or that you are beginning to implement

DATE/S DISCUSSED WITH PARENTS OR CARERS:	
DATE COMPLETED:	COMMENTS (incl. new adjustments implemented):
REVIEW DATE:	COMMENTS:
REVIEW DATE:	COMMENTS:

Adjustments for students with memory difficulties

NAME: _____

ENVIRONMENTAL

- ☐ Seat student near teacher
- ☐ Seat student in low-distraction area
- ☐ Seat student between conscientious peers
- ☐ Keep consistent routines for daily tasks
- ☐ Have a visible class or individual timetable. Discuss any planned disruptions each morning
- ☐ Keep frequently used student resources and supplies easily accessible and clearly labelled.
- ☐ Reduce visual clutter on desk and around student. Keep worksheets clean and clear, removing unnecessary visual information.
- ☐ Link new content to prior knowledge

INSTRUCTIONAL

- ☐ Simplify or give only one instruction at a time
- ☐ Give written instructions for complex tasks
- ☐ Provide checklists for complex tasks
- ☐ Ensure task sequences are numbered
- ☐ Reduce expected work output

- ☐ Colour code information and tasks – e.g. green is critical and must be written, purple is extension
- ☐ Highlight key instructions or information on the student's worksheet
- ☐ Provide printed copies for large amounts of text and ask student to highlight key ideas, rather than copying from the board, or use cloze passages
- ☐ Allow compensatory tools such as calculator, multiplication chart, THRASS chart, spelling list
- ☐ Use bookmarks/page markers to keep place in novels and workbooks.
- ☐ Have a buddy help with writing by scribing
- ☐ Communicate with parents about homework and assignments, encouraging calendar/diary use
- ☐ Teach students to use memory aids, such as:
 - Chunking information
 - Mnemonics such as acronyms
 - Repetition of information out loud
 - Thinking out loud
- ☐ Break up assessment into smaller sessions
- ☐ Incorporate use of computer programs

- ☐ Provide additional guided practise
- ☐ Scaffold with techniques such as sentence starters, examples and non-examples, diagrams, mind maps, teacher questioning, summaries, etc.

BEHAVIOUR SUPPORT

- ☐ Give frequent verbal praise for effort
- ☐ Ask student to repeat back instructions or explain the steps in a process before beginning
- ☐ Make sure you have student's attention before giving instructions
- ☐ Check in frequently during individual work
- ☐ Use proximity control to check work, redirect to tasks or give instructions
- ☐ Be alert to possible work-avoidance behaviours such as gathering equipment or tidying. Redirect to appropriate tasks.
- ☐ Use a behaviour chart with rewards (such as free time) earned for completion of tasks

Tick any of the adjustments that the student is currently accessing or that you are beginning to implement

DATE/S DISCUSSED WITH PARENTS OR CARERS:	
DATE COMPLETED:	COMMENTS (incl. new adjustments implemented):
REVIEW DATE:	COMMENTS:
REVIEW DATE:	COMMENTS:

Adjustments for students with autism spectrum disorders

NAME: _____

ENVIRONMENTAL

- ☐ Seat student near teacher
- ☐ Seat student in low-distraction area
- ☐ Seat student between conscientious peers
- ☐ Keep consistent routines for daily tasks
- ☐ Use a daily individual visual or written timetable including all expected activities. Discuss any planned disruptions each morning and change on the timetable.
- ☐ Keep frequently used student resources and supplies easily accessible and clearly labelled.
- ☐ Have a "time out" area for voluntary use, with sensory activities such as soft toys, squishy toys, glitter jars, heavy blankets, textured materials, etc.
- ☐ Put a marker on the floor where the student is to sit, or allow them to sit on a chair at the back of the group if they have difficulty sitting on the floor

Adjustments for fine and gross motor difficulties and receptive/expressive language may also be relevant

INSTRUCTIONAL

- ☐ Simplify or give only one instruction at a time
- ☐ Include pictures and gestures and demonstration when explaining tasks or new content
- ☐ Ensure task sequences are numbered
- ☐ Reduce expected work output
- ☐ Highlight key instructions or information on the student's worksheet
- ☐ Provide printed copies for large amounts of text and ask student to highlight key ideas, rather than copying from the board, or use cloze passages
- ☐ Break up assessment into smaller sessions
- ☐ Scaffold with techniques such as sentence starters, examples and non-examples, diagrams, mind maps, teacher questioning, summaries, etc.
- ☐ Use a timer to indicate when the student can finish a task and move on to another task or reward.
- ☐ Use student interests to inform content of learning activities
- ☐ Prepare student for anticipated changes in routine

BEHAVIOUR SUPPORT

- ☐ Ask student to repeat back instructions or explain the first step in a process before beginning
- ☐ Make sure you have student's attention before giving instructions
- ☐ Use a behaviour chart along with the individual timetable, with rewards (such as free time) earned for completion of tasks in each session.
- ☐ Use "Wait a minute" and "quiet" flash cards as cues during group instruction, to avoid disrupting the activity with verbal reminders.
- ☐ Ignore the questions if the student is constantly questioning. Say "I've already answered that question, I won't answer again until...(after eating time, after you've finished the page, etc.).
- ☐ Give a special responsibility in the classroom such as book collector, dictionary-checker, keeper of the birthday calendar etc.
- ☐ Use social stories to teach social behaviours
- ☐ Review game rules before playing
- ☐ Discuss concept of "fairness", etc. in circle time
- ☐ Assign a playground "buddy" each day to help the student form friendships
- ☐ Encourage participation in school groups/clubs

Tick any of the adjustments that the student is currently accessing or that you are beginning to implement

DATE/S DISCUSSED WITH PARENTS OR CARERS:	
DATE COMPLETED:	COMMENTS (incl. new adjustments implemented):
REVIEW DATE:	COMMENTS:
REVIEW DATE:	COMMENTS:

Adjustments for students with oppositional behaviour or ODD

NAME: _____

ENVIRONMENTAL

- ☐ Seat student near teacher
- ☐ Seat student in low-distraction area
- ☐ Seat student between well-focused peers
- ☐ Allow short movement breaks (walk / stretch)
- ☐ Allow access to quiet area as a workspace
- ☐ Allow use of a fidget toy such as a stress ball, stretch toy or modelling clay
- ☐ Use “zone” table marker (large square of paper – student is to attend only to things happening in the zone. Place your finger on the zone to talk to the student whilst they are “in the zone”.)
- ☐ Allow wearing of headphones (without music) as a noise buffer
- ☐ Keep frequently used student resources and supplies easily accessible and clearly labelled.
- ☐ Keep desks clear of unnecessary materials

INSTRUCTIONAL

- ☐ Give written instructions for complex tasks
- ☐ Provide checklists for complex tasks
- ☐ Break up assessment into smaller sessions
- ☐ Set time limits for specific tasks (use timers)
- ☐ Allow more frequent changes of activity
- ☐ Use bookmarks/page markers to keep place in novels and workbooks.
- ☐ Highlight key instructions or information on the student’s worksheet
- ☐ Use student interests to inform content of learning activities
- ☐ Ask questions and involve the student in the lesson frequently to keep them engaged
- ☐ Communicate with parents about homework and assignments
- ☐ Provide printed copies for large amounts of text and ask student to highlight key ideas, rather than copying from the board

BEHAVIOUR SUPPORT

- ☐ Provide choices to de-escalate confrontation and encourage engagement
- ☐ Make sure you have student’s attention before giving instructions
- ☐ Ask student to repeat back instructions
- ☐ Acknowledge answers only when hand is up
- ☐ Check in frequently during individual work
- ☐ Use a behaviour chart with rewards (such as free time) earned for completion of tasks
- ☐ Give praise for staying on task
- ☐ Establish a private verbal or visual cue to redirect attention (saying student’s name, pointing, tapping the desk or board, making eye contact, finger to lips).
- ☐ Ignore minor behaviours such as fidgeting and shifting in seat
- ☐ Use proximity control to check work, redirect to tasks or give instructions

Tick any of the adjustments that the student is currently accessing or that you are beginning to implement

DATE/S DISCUSSED WITH PARENTS OR CARERS:	
DATE COMPLETED:	COMMENTS (incl. new adjustments implemented):
REVIEW DATE:	COMMENTS:
REVIEW DATE:	COMMENTS:

Adjustments for students with fine motor difficulties

NAME: _____

ENVIRONMENTAL

- ☐ Allow typing rather than writing for certain tasks
- ☐ Provide and encourage use of moulded pencil grips
- ☐ Seat student facing the board
- ☐ Ensure desk is appropriate height and that feet are touching the ground.

INSTRUCTIONAL

- ☐ Allow extra practise of handwriting skills
- ☐ Allow extra time for copying/writing
- ☐ Provide printed copies for large amounts of text and ask student to highlight key ideas, rather than copying from the board
- ☐ Allow keyword responses rather than whole sentences for some tasks
- ☐ Allow extra space to write answers on worksheets

BEHAVIOUR SUPPORT

- ☐ Focus on effort, rather than achievement with writing tasks
- ☐ Prioritise and focus on content of writing rather than neatness of handwriting
- ☐ Discuss and mutually agree on realistic neatness expectations
- ☐ Provide help with opening food packets, tying shoes and buttoning/zipping clothing.

Adjustments for students with gross motor difficulties or physical disability NAME: _____**ENVIRONMENTAL**

- ☐ Ensure clear access to all areas of the classroom.
- ☐ Ensure desk is appropriate height and that feet are touching the ground.
- ☐ Allow extra time for going to and from the toilet
- ☐ Carefully monitor and remove trip hazards
- ☐ Allow early / late entrance and exit
- ☐ Ensure classroom equipment is accessible

INSTRUCTIONAL

- ☐ Allow extra time to complete tasks involving motor skills
- ☐ Ensure student is included in sports, adjusting the activity to allow participation
- ☐ Ensure student is invited to participate in all excursions and all whole-class activities

BEHAVIOUR SUPPORT

- ☐ Acknowledge effort and participation in physical activities.
- ☐ Discuss and mutually agree upon realistic participation in physical activities.
- ☐ Support social participation by assigning a “buddy” for the playground and fostering relationships through games and circle time in class.

Tick any of the adjustments that the student is currently accessing or that you are beginning to implement

DATE/S DISCUSSED WITH PARENTS OR CARERS:	
DATE COMPLETED:	COMMENTS (incl. new adjustments implemented):
REVIEW DATE:	COMMENTS:
REVIEW DATE:	COMMENTS:

Adjustments for students with a hearing impairment

NAME: _____

ENVIRONMENTAL

- ☐ Seat student at front of class to allow better vision; position ear with better hearing towards teacher/board.
- ☐ Limit excess noise (close windows, turn down computer sounds, encourage other students to work quietly).
- ☐ Use captions on videos
- ☐ Improve acoustics by using carpet/rugs, curtains, bean bags and cushions.
- ☐ Seat students in a circle for group discussions to allow a clear line of vision to the speaker
- ☐ Consider U-shaped desk formation, to allow student to see peers when speaking
- ☐ Allow student to work with a buddy who can explain tasks and relay information
- ☐ Use specialised equipment as directed by support staff and clinicians, such as hearing aids and FM devices.

INSTRUCTIONAL

- ☐ Face students when speaking
- ☐ Stand in one place when giving verbal instructions
- ☐ For younger students: give additional instruction and support for phonemic awareness and phonics
- ☐ Give student a printed copy of notes
- ☐ Use visual cues such as pictures, gestures, pointing and demonstrations
- ☐ Speak clearly and emphasise key words. There is no need to yell or speak very loudly.
- ☐ Allow short breaks to reduce fatigue.

BEHAVIOUR SUPPORT

- ☐ Make sure you have student's attention before giving instructions – make eye contact
- ☐ Check and remind student to wear hearing aid if they have one. This could be done with a verbal reminder or a visual reminder on their desk.
- ☐ Monitor and support social relationships

Students with significant hearing impairment will likely have a support team including parents, external support agencies, medical practitioners, and the Itinerant Support Teacher – Hearing. Working together with this team will be important to provide the individual adjustments needed.

Tick any of the adjustments that the student is currently accessing or that you are beginning to implement

DATE/S DISCUSSED WITH PARENTS OR CARERS:	
DATE COMPLETED:	COMMENTS (incl. new adjustments implemented):
REVIEW DATE:	COMMENTS:
REVIEW DATE:	COMMENTS:

Adjustments for students with a vision impairment

NAME: _____

ENVIRONMENTAL

- ☐ Seat student at front of class
- ☐ Ensure room is well-lit
- ☐ Check appropriate font size with the student/ carer/ optician, and provide printed material in this size
- ☐ Ask student to read a sample of the text on the board to check that they can see well enough
- ☐ Number, colour code or use an asterisk at the start of each new section when students are reading/copying from board. This helps students to keep their place.
- ☐ Use black or blue text on white backgrounds, avoid pastel colours for writing
- ☐ Allow student to use thicker markers / pens when taking their own notes
- ☐ Provide a strip of dark card for student to use when reading books– they can move strip down for each new line of text.

- ☐ Encourage student to pick up texts for close reading, rather than hunching over.
- ☐ Use specialised equipment as directed by support staff and clinicians, such as sloping desks, magnifiers, Braille texts, electronic devices to magnify text and images, etc.
- ☐ Use brightly coloured equipment for sports
- ☐ Ensure classroom equipment is easily accessible
- ☐ Carefully monitor and remove trip hazards
- ☐ Assist with mobility in unfamiliar or busy areas

INSTRUCTIONAL

- ☐ Give student a printed copy of notes
- ☐ Read aloud as you write or show information on the board
- ☐ Reduce amount of work to be completed
- ☐ Allow extra time to complete tasks

BEHAVIOUR SUPPORT

- ☐ Make sure you have student's attention before giving instructions – say their name
- ☐ Remind student to wear glasses if they have some. This could be done with a verbal reminder or a visual reminder on their desk.

Students with significant vision impairment will likely have a support team including parents, external support agencies, medical practitioners, and the Itinerant Support Teacher – Vision. Working together with this team will be important to provide the individual adjustments needed.

Tick any of the adjustments that the student is currently accessing or that you are beginning to implement

DATE/S DISCUSSED WITH PARENTS OR CARERS:	
DATE COMPLETED:	COMMENTS (incl. new adjustments implemented):
REVIEW DATE:	COMMENTS:
REVIEW DATE:	COMMENTS:

Adjustments for students with expressive or receptive language difficulties NAME: _____

ENVIRONMENTAL

- ☐ Seat student near teacher
- ☐ Seat student in low-distraction area
- ☐ Seat student between well-focused peers
- ☐ Allow short movement breaks (walk / stretch)
- ☐ Allow access to quiet area as a workspace
- ☐ Allow use of a fidget toy such as a stress ball, stretch toy or modelling clay
- ☐ Use “zone” table marker (large square of paper – student is to attend only to things happening in the zone. Place your finger on the zone to talk to the student whilst they are “in the zone”).
- ☐ Allow wearing of headphones (without music) as a noise buffer
- ☐ Keep frequently used student resources and supplies easily accessible and clearly labelled.
- ☐ Keep desks clear of unnecessary materials

INSTRUCTIONAL

- ☐ Give written instructions for tasks
- ☐ Provide checklists/visuals for tasks
- ☐ Break up assessment into smaller sessions
- ☐ Set time limits for specific tasks (use timers)
- ☐ Allow more frequent changes of activity
- ☐ Use bookmarks/page markers to keep place in novels and workbooks.
- ☐ Highlight key instructions or information on the student’s worksheet
- ☐ Use student interests to inform content of learning activities
- ☐ Ask questions and involve the student in the lesson frequently to keep them engaged
- ☐ Communicate with parents about homework and assignments
- ☐ Provide printed copies for large amounts of text and ask student to highlight key ideas, rather than copying from the board

BEHAVIOUR SUPPORT

- ☐ Make sure you have student’s attention before giving instructions
- ☐ Ask student to repeat back instructions
- ☐ Acknowledge answers only when hand is up
- ☐ Check in frequently during individual work
- ☐ Use a behaviour chart with rewards (such as free time) earned for completion of tasks
- ☐ Give praise for staying on task
- ☐ Establish a private verbal or visual cue to redirect attention (saying student’s name, pointing, tapping the desk or board, making eye contact, finger to lips).
- ☐ Ignore minor behaviours such as fidgeting and shifting in seat
- ☐ Use proximity control to check work, redirect to tasks or give instructions

Tick any of the adjustments that the student is currently accessing or that you are beginning to implement

DATE/S DISCUSSED WITH PARENTS OR CARERS:	
DATE COMPLETED:	COMMENTS (incl. new adjustments implemented):
REVIEW DATE:	COMMENTS:
REVIEW DATE:	COMMENTS:

Adjustments for students with speech sound disorder/articulation difficulties

NAME: _____

ENVIRONMENTAL

- ☐ Seat student near teacher
- ☐ Seat student in low-distraction area
- ☐ Seat student between well-focused peers
- ☐ Allow short movement breaks (walk / stretch)
- ☐ Allow access to quiet area as a workspace
- ☐ Allow use of a fidget toy such as a stress ball, stretch toy or modelling clay
- ☐ Use “zone” table marker (large square of paper – student is to attend only to things happening in the zone. Place your finger on the zone to talk to the student whilst they are “in the zone”).
- ☐ Allow wearing of headphones (without music) as a noise buffer
- ☐ Keep frequently used student resources and supplies easily accessible and clearly labelled.
- ☐ Keep desks clear of unnecessary materials

INSTRUCTIONAL

- ☐ Give written instructions for tasks
- ☐ Provide checklists/visuals for tasks
- ☐ Break up assessment into smaller sessions
- ☐ Set time limits for specific tasks (use timers)
- ☐ Allow more frequent changes of activity
- ☐ Use bookmarks/page markers to keep place in novels and workbooks.
- ☐ Highlight key instructions or information on the student’s worksheet
- ☐ Use student interests to inform content of learning activities
- ☐ Ask questions and involve the student in the lesson frequently to keep them engaged
- ☐ Communicate with parents about homework and assignments
- ☐ Provide printed copies for large amounts of text and ask student to highlight key ideas, rather than copying from the board

BEHAVIOUR SUPPORT

- ☐ Make sure you have student’s attention before giving instructions
- ☐ Ask student to repeat back instructions
- ☐ Acknowledge answers only when hand is up
- ☐ Check in frequently during individual work
- ☐ Use a behaviour chart with rewards (such as free time) earned for completion of tasks
- ☐ Give praise for staying on task
- ☐ Establish a private verbal or visual cue to redirect attention (saying student’s name, pointing, tapping the desk or board, making eye contact, finger to lips).
- ☐ Support and develop social skills
- ☐ Ignore minor behaviours such as fidgeting and shifting in seat
- ☐ Use proximity control to check work, redirect to tasks or give instructions

Tick any of the adjustments that the student is currently accessing or that you are beginning to implement

DATE/S DISCUSSED WITH PARENTS OR CARERS:	
DATE COMPLETED:	COMMENTS (incl. new adjustments implemented):
REVIEW DATE:	COMMENTS:
REVIEW DATE:	COMMENTS:

Adjustments for students with anxiety

NAME: _____

ENVIRONMENTAL

- ☐ Seat student with a friend
- ☐ Ask student where they are most comfortable sitting and allow them to sit there
- ☐ Allow short "time out" breaks if student is feeling overwhelmed. This should be an established routine (get a drink of water, walk in an allocated area, sit on verandah). Establish a brief verbal or gesture cue for student to indicate they would like a break
- ☐ Allow access to quiet, separate area as a workspace if student is feeling overwhelmed
- ☐ Allow use of a fidget toy such as a stress ball, stretch toy or modelling clay
- ☐ Check that equipment is provided or that student knows where to access necessary equipment
- ☐ Prepare student for anticipated changes in routine

INSTRUCTIONAL

- ☐ Allow flexibility with assessment. Consider:
 - Placing student in a group with a friend
 - Allow them to present a speech or presentation to a small group including friends, teacher or parents
- ☐ Break up assessment into smaller sessions
- ☐ Break up tasks into smaller segments and give one segment at a time
- ☐ Set time limits for specific tasks (use timers)
- ☐ Communicate with parents about homework and assignments
- ☐ Set up a question for the student to answer in a whole-class discussion by checking with them prior and pre-warning. Avoid putting the student on the spot by selecting them to answer a question when they do not have their hand up.
- ☐ Give the option of reading aloud when the class is taking turns, but move on quickly if the student declines, without drawing additional attention to them.

BEHAVIOUR SUPPORT

- ☐ Make sure you have student's attention before giving instructions
- ☐ Ask student to repeat back instructions privately to ensure they know what they need to do
- ☐ Use a private sticker/stamp chart with rewards (such as free time, merits) earned for attempting activities that the student finds difficult
- ☐ Offer frequent, brief, private verbal praise for attempting tasks. Acknowledge bravery.
- ☐ Monitor and support social relationships. Consider assigning a "buddy" if the student is having difficulty forming friendships.
- ☐ Check in with the student privately and regularly to ask how they are going and help them to problem-solve as needed
- ☐ Establish a private verbal or visual cue to redirect attention (saying student's name, pointing, tapping the desk or board, making eye contact, finger to lips).

Tick any of the adjustments that the student is currently accessing or that you are beginning to implement

DATE/S DISCUSSED WITH PARENTS OR CARERS:	
DATE COMPLETED:	COMMENTS (incl. new adjustments implemented):
REVIEW DATE:	COMMENTS:
REVIEW DATE:	COMMENTS: