

# BLUE HAVEN PUBLIC SCHOOL

**PARENT AND CARERS SUPPORT DOCUMENT  
FOR THE LEARNING AND SUPPORT JOURNEY**



**Every Child Matters Every Day**

 (02) 4399 0167  37 Colorado Drive, BLUE HAVEN, 2262

 [bluehaven-p.school@det.nsw.edu.au](mailto:bluehaven-p.school@det.nsw.edu.au)

# Supporting Your Child

**Blue Haven Public School and the Department of Education is committed to supporting you and making sure your child gets the best possible education.**

At Blue Haven Public School we pride ourselves in being open honest and transparent to ensure good communication is kept with the school.

When communicating with us, the first point of contact should always be the classroom teacher via the Sentral Parent Portal, phone call, request completed at the office or an email to the school email address and attention it to the class teacher.

You can meet with school staff to:

- discuss your child's strengths, interests and needs
- discuss your child's progress
- plan your child's learning adjustments and supports.

BHPS Learning and Support Teachers:

**Ms Mel Graef:** Kindergarten -Year 2

**Mrs Felicia deSomer:** Year 3 - Year 6

## OUR SCHOOL VISION

**To be a high performing school with a positive and inclusive school culture that promotes the wellbeing and success of all.**



*Every Child Matters. Every Day*



Phone  
(02) 4399 0167



Address  
37 Colorado Drive,  
BLUE HAVEN



Website  
[bluehaven-p.schools.nsw.gov.au](http://bluehaven-p.schools.nsw.gov.au)

# Personalised Learning and Support

**Personalised learning and support helps a wide range of students with additional learning and support needs.**

Planning for your child's education should involve considering their strengths and interests. This planning should aim to engage your child while at school and it should also take into account their areas of need. It should set out a clear path to help them achieve their goals.



## Identifying your child's needs

BHPS will consider things like your child's reading and numeracy skills, their language and communications skills, social skills, their school attendance, their health care needs and their personal and cultural background.

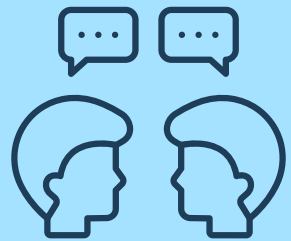
Any documentation you have from medical and other professionals such as doctors, nurses, psychologists, speech pathologists, occupational therapists, audiologists or early childhood educators will also be taken into account.



## How you can work with BHPS

Our staff will endeavour to provide support for your child, although personalised planning may not be necessary in all cases.

You will be invited to provide input into any plan or adjustment for your child's education. These should be updated regularly, we will reach out termly or as your child's needs change.



## Meetings with BHPS

When you meet to discuss your child's personalised learning, we may consider your child's:

- academic progress
- physical, behavioural, emotional and wellbeing needs within the school and home environment
- ability to study and care for themselves independently
- social interactions with their classmates.

Before these meetings, you might find it helpful to think about how you see your child's future at school and their life after school. Your child's plan should be helping them work towards these goals. You can also talk to your child about how they feel about going to school and any worries they might be having. Their friends and siblings might also be able to give you some insights into how they are progressing.



# Available Support

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**There are many ways that you can build a relationship and talk with us at Blue Haven Public School. You can meet with the school formally, talk to teachers in parent-teacher interviews or call or email the school to check-in if you have a question or concern.**

Most students with disability are supported directly in their local school in mainstream classes. This is done through personalised learning and supports.

This support can be for a short time or it can be for their whole time at school.

You can ask about extra classroom adjustments at any time during your child's schooling, including in the middle of the year.

If you would like to discuss additional learning and support for your child, the first step is always to contact your child's teacher.

Our teachers adapt the way they teach students to give support to children with disability or additional learning and support needs. You may hear school staff talking about these changes as 'adjustments'.

## Personalised learning and support

These adjustments can be changes to teaching and learning programs, lessons, assessments or the school environment. These adjustments allow all students to access and participate in education on the same basis.

To create a personalised learning and support plan for your child, teachers, support staff and other professionals will work together with you to assess your child's education needs.

## Requesting physical changes to your child's school

We may be able to make changes to the physical environment to meet your child's needs at any time during their schooling.

Where possible, talk to BHPS before your child starts school about making sure the physical environment is accessible.

## Additional support

If your child needs additional support or specialist support provisions, we will talk to you about the options for your child. We might suggest applying for Integration Funding Support (IFS) or after extensive consideration and discussion apply for placement for your child in a support class in a mainstream school or a school for specific purposes (SSP).

Some targeted and specialist programs or support services will require students to have a confirmed disability which meets the department's disability criteria.



## Integration Funding Support (IFS)

If your child meets specific department disability criteria, extra support may be provided in mainstream classrooms through Integration Funding Support.

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

SLSOs work under the direction and supervision of your child's classroom teacher. They provide assistance to the teacher in the classroom for students with disability and additional learning and support needs at school. SLSOs are not always guaranteed one-to-one support personnel.

IFS is only considered if the Regional Team Around the School decides that the school needs additional resources to provide adjustments for your child, or the most appropriate resource is extra teacher time and/or extra SLSO time. You will be part of this discussion.

### Itinerant support teachers

Itinerant support teachers for hearing and vision work with students who have a confirmed disability and in NSW public schools. They may visit your child at specific times throughout the week, and will work in partnership with your child's class teacher.

### Support classes

For children with moderate to high needs, places in support classes in mainstream schools and SSPs are determined by an external panel who assess the needs of all children in the area. You cannot enrol your child directly into these classes, but your local school can lodge an access request to apply for a placement for your child.

Starting your child in a particular school setting does not mean they need to stay there. You can review your child's placement every year, or as needed. This decision should be made only after careful consultation to ensure the student's needs are the priority.

You can also decline a place if it's not what you want for your child. This decision should be made only after careful consultation to ensure the student's needs are the priority, as there is significant competition in gaining placement. A declined placement may result in a future offer not being received.

### Other forms of support

Your child may also:

- access assistive technology
- require specialised equipment
- be supported by NDIS service providers in their class if this is approved by the school's principal
- may be offered or apply for disability provisions for exams.

Support at school is flexible and caters for each child's individual needs. You and your family can ask questions and make requests while you plan how your child can be best supported at school.

Your child can also be involved in these plans and discussions.

To get some types of additional supports, you may need to work with us so that we can lodge an access request.

# Access Requests

An access request form is a document that is submitted by BHPS or educational office with your input. It is used to apply for Integration Funding Support, Early Intervention or for placement in a support class or school for specific purposes (SSP) if your child meets the department's disability criteria and this is what you want. You will be notified about the result of the application.

## What is an access request?

If your child has moderate to high needs, we may apply for additional support using an access request.

This is a way for us to access specific types of additional support for your child, such as extra training for class teachers or a placement for your child in a support class.

**Most students** with a disability that have learning and support needs **will not need an access request to be submitted** for them because we are well equipped to meet their needs.

In cases where one is required, BHPS manages the application process. We will talk to you and get your input about your child's needs and the types of support that you would prefer depending on eligibility.

BHPS will then submit the application to be assessed by an independent group of experts at our regional office. This group – referred to as a placement panel – will consider the request and make a decision that is then shared to the school.

No matter what the outcome is, your child will continue to be offered support at Blue Haven Public School.

## What kind of support requires an access request?

The following forms of support might require us to submit an access request:

- Integration Funding Support (IFS) – This provides additional funding to support students in mainstream classes at BHPS.
- A placement for your child in a support class in a mainstream school or in a school for specific purposes (SSPs). Most support classes are in local, mainstream schools, though not all types of support classes are available in all areas.
- Early Intervention Class or resource – transition to school planning with an Early Intervention class teacher.

It's important that you are involved in this application process by talking to us about your child's needs. You can involve a support person to help you when you are meeting with the school or you can ask for the school to arrange for an interpreter for you.

It is important to note that we value your child's right to access learning and are committed to working in partnership with you to achieve an outcome that focuses on a quality education for your child.



# The Learning and Support Journey

The process of supporting your child during their education can be broken down into the following steps.

## Step 1: Identifying your child's needs

1. You and BHPS identify what your child's needs are. This may happen before your child starts school or at any point during their education.
2. You can provide information about your child if you have it, and BHPS may collect additional data. This can include information from your child's preschool, Allied Health providers, paediatricians, NDIS or any other key workers.
3. Share your insights to create plans that will support your child at school.
  - o Personalised Learning and Support Plan
  - o Individual Behaviour Support Plan
  - o Risk Management Plan
  - o Health Care Plan

## Step 2: School adjustments and additional support provisions

1. Our teachers will talk with you to identify possible adjustments\* for your child.
2. Most students will attend their local school and be supported there.
3. If your child has complex needs and meets eligibility criteria, we can apply for additional support with your agreement. This may include 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).

## Step 3: Regular Reviews

Our teachers will discuss with you the current adjustments for your child to make sure they're still meeting your child's needs and are still helping them achieve their potential. These reviews happen regularly, but you can also request one at any time.

## What are adjustments?

\*Adjustments are ways that teachers and schools make changes to teaching and learning programs, lessons, assessments or the school environment for children with disability and additional learning and support needs. This allows all students to have improved access and participate in their education.

