RATIONALE
All schools have a responsibility to identify and meet the educational needs of students with learning difficulties. It is important for schools to generate and maintain an understanding environment within the school and to be resourceful in developing programs which will assist students to achieve their potential. Students should not be disadvantaged because they experience difficulty in acquiring skills.

OUTCOMES
- Learning outcomes for students experiencing difficulty will be enhanced through the implementation of appropriate support programs.
- General school performances will be improved especially in literacy and numeracy.

IMPLEMENTATION
- The position of Learning and Support Teacher (LAST) has been established in schools by the Department of School Education to help address the needs of children with learning difficulties. At Gundaroo, the appointment of a LAST is for 1 day per week.
- The LAST will provide a supportive service to the school for students with learning difficulties predominantly in the area of literacy and numeracy. This support can be offered on both a short or long-term basis as needs arise. This will be achieved by the principle modes of consultancy and team teaching. Personal Learning Plans (PLP’s) will be formulated for each student to be serviced.
- All schools will have a Learning Support Team through which all LAST assistance to individual children will be planned and monitored. At Gundaroo, this team consists of all teaching staff and the LAST. At the beginning of each year, usage of the LAST’s time will be planned and timetabled.
- Early identification is essential. Parents and teachers need to confer regularly to discuss concerns in development. Assistance from the parents should be sought to support in-school programs. Home and school need to work together.
- Classroom teachers are to be vigilant and seek assistance from the LAST if concerned about a student’s progress.
- Testing may be carried out by the School Counsellor who will make further recommendations for helping the student.
  NB: Parental permission must be gained prior to the counsellor seeing the child on the initial occasion.
- Reading, in particular, needs assessing at the end of Year 1. If a child has real difficulties, the Special Education Support Centre at Queanbeyan South Public School may be accessed via the appropriate form and on the recommendation of the School Counsellor.
• As SESC program, similar to a reading recovery program, can be operated by willing parents. Ideally, 4-5 students at a time can be serviced this way. This program is aimed at individual students in Years 2-6.

**EVALUATION**

• Monitoring reports, prepared co-operatively by the Principal and LAST, are to be forwarded to District Office at specified intervals.

• The Learning Support Team is to evaluate the success of the learning difficulties program at least twice annually. Modifications to the planned program and to the children to be serviced can occur at any time during the year through Learning Support team consultation and consensus.