



Trident College

# STUDENT SUPPORT SERVICES HANDBOOK

Educore Services Zambia, 2024





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## 1. Introduction

### 1.1 Purpose

The Student Support Handbook was created to guide the work of Student Support Services which include Learning Support, English as an Additional Language (EAL) and Counselling. Learning Support is for students who need additional support in order to be successful with their academic subjects. The EAL support is for multilingual learners whose home language(s) is/are not English. School counsellor works with students to address /support one's social and emotional needs. All three services work in collaboration with regular classroom, homeroom and content area teachers to reinforce high-quality curriculum development and differentiated instructional practices to support all student learning.

### 1.2 Mission, Vision, and Core Beliefs

- **Student Support Services Mission:** To provide a collaborative system of support so that all students can be successful in their learning.
- **Student Support Services Vision:** To empower every student to achieve academic success, personal and social growth and thrive in rapidly evolving world.
- **Student Support Services Core Beliefs:**
  - All children can learn
  - Teachers share the responsibility for the learning journey of all students and work as collaborators to meet their needs
  - Parents are partners in student learning
  - Teachers aim to know every child as an individual, develop students' understanding of their own learning profiles, and promote their ability to self-advocate
  - Diversity in learning is a strength to be embraced
  - Students learn best with peers in a general classroom environment
  - Instruction is differentiated to provide all students opportunities to access the curriculum
  - Data informs instructional practice

### 1.3 Core Principles of Inclusion and Support

A commitment to creating an inclusive learning environment where all students, regardless of their learning needs, are supported in reaching their full potential. Through proactive and flexible teaching strategies, we ensure that curriculum delivery is designed to meet the diverse needs of all learners, promoting engagement, representation, and expression. Learning support prioritizes removing barriers, fostering independence, and encouraging active participation in the learning community. This vision would focus on:

- **Multiple Means of Engagement** – Motivating students by offering various ways to engage with the content.
- **Multiple Means of Representation** – Presenting information in different formats to cater to diverse learning styles.
- **Multiple Means of Action and Expression** – Allowing students to demonstrate their knowledge in various ways that best suit their abilities.

Students learn best in a diverse, inclusive environment that allows them to flourish as members of community. At Trident, inclusion is an ongoing process. We provide a safe and supportive environment for diverse learners. The goal is to ensure teaching practices and opportunities provide students with learning difficulties access to the curriculum content to the extent possible. Collaboration among teachers, parents, and administration ensures that all learning opportunities are accessible to all students by identifying and removing barriers.



## 2. Learning Support Structures

### 2.1 Support Provided:

At Trident College, we are committed to fostering an inclusive educational environment that caters to the diverse learning needs of our students. This policy aims to support students with special educational needs (SEN), English as a Second Language (ESL) learners, and gifted and talented students to ensure they reach their full potential in all areas of their development. We are able to support our students with learning differences by:

- Providing accommodations such as frequent breaks or downtime
- Utilizing instructional strategies and materials that support learners with specific learning needs
- Allowing extended time periods for assessments
- Modifying the student's schedule to reduce stress and promote success
- Allowing use of technology to support learning needs in the class
- Facilitating collaborations with other teachers
- Assisting parents with arrangements for testing or other support services outside of school
- Providing small group instructions to address the specific learning needs

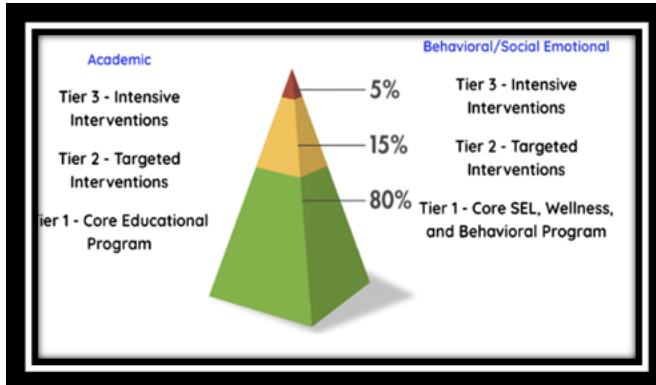
Trident schools are unable to:

- Provide self-contained learning resources education program
- Provide an alternative curriculum
- Guarantee enrolment through continuous grade levels
- Provide support services such as speech or physical therapy
- Accept students with limited intellectual capacity or moderate to severe learning needs
- Provide educational or neuropsychological evaluations



## 2.2 Tiers of Support

Trident College use a tiered support model that uses data, observations, and feedback from key stakeholders to develop a support plan to ensure students are successful:



### Tiers of Support:

- **Tier 1 (Universal):** Differentiated classroom instruction designed to meet the needs of all learners.
- **Tier 2 (Targeted):** Small group interventions for students needing additional support in specific areas.
- **Tier 3 (Intensive):** Individualized interventions for students with significant needs, often documented through a Learning Support Plan.

Inclusive Model	Tier	Trident Levels	Descriptor
For <b>All</b> Students	1	Universal	<ul style="list-style-type: none"> <li>• Core instruction for all students <ul style="list-style-type: none"> <li>○ Preventative</li> <li>○ Proactive</li> </ul> </li> </ul>
For <b>Many</b> Students	2	Targeted	<ul style="list-style-type: none"> <li>• Individualized intervention and support plans</li> <li>• Progress monitoring</li> </ul>
For <b>Some</b> Students	3	Intensive	<ul style="list-style-type: none"> <li>• High intensity individualized intervention plans corresponding to needs</li> <li>• Intentional differentiation to academic content or processes with a wide range of accommodations and additional assessments in order to: <ul style="list-style-type: none"> <li>○ Access age-appropriate curriculum</li> <li>○ Demonstrate understandings, or</li> <li>○ Appropriately be challenged</li> <li>○ Progress monitoring</li> </ul> </li> </ul>



## 2.3 Roles and Responsibilities of Stakeholders

<b>Learning Support Coordinator</b>	<p>Responsible for overseeing the planning, coordination, and implementation of Learning Support program across the schools.</p> <p>A liaison between students, teachers, parents, and external professionals to ensure that all students, particularly those with special educational needs (SEN), receive the necessary support to thrive academically, socially, and emotionally.</p>	<p>Experience in special education or educational leadership, with a strong understanding of learning, behavioural, and emotional challenges faced by students</p> <p>Expertise in child protection, safeguarding, and the development of inclusive educational practices</p>
<b>Learning Support Teacher</b>	<p>In consultation with key stakeholders (student, classroom teachers, grade level leads, pastoral leads, and parents), identify and implement strategies and accommodations for the classroom environment to support students based on their strengths.</p> <p>Document progress towards individual goals through the student's Individualized Learning Plan (ILP). Communicate progress with team and help to problem solve when challenges occur.</p>	<p>Experience working with students with learning, behavioral, or social emotional needs</p> <p>Experience working with students in a school setting.</p>
<b>Learning Support Teaching Assistant</b>	<p>Implement strategies developed by the Learning Support teacher to support students based on their strengths.</p> <p>Communicate progress with the Learning Support teacher and help develop solutions when challenges arise. Consult routinely with the Year Level classroom, homeroom and/or content area teachers.</p>	<p>Experience working with students with learning, behavioral, or social emotional needs.</p> <p>Experience working with students in a school setting.</p>
<b>Counselor</b>	<p>To provide social/emotional and behavioral support to students. Provides short term individual and small group counseling support.</p> <p>Consults with families, teachers, and external professionals to support the implementation of strategies and to share resources. Supports in safeguarding and crisis situations.</p>	<p>Counselor, Psychologist, Licensed Social Worker</p> <p>Experience working with students, families and community resources through a multi-disciplinary approach. Experience with child protection, safeguarding, and crisis protocols.</p>



### 3. Identification of Learning Support Students and Referral Process

#### 3.1 Student Support Services Allocation

At Trident College, identifying students who may require learning support is a key step in ensuring they receive appropriate assistance. There are three main ways students enter services: **admission review, data review, and referrals/ requests for consultation.**

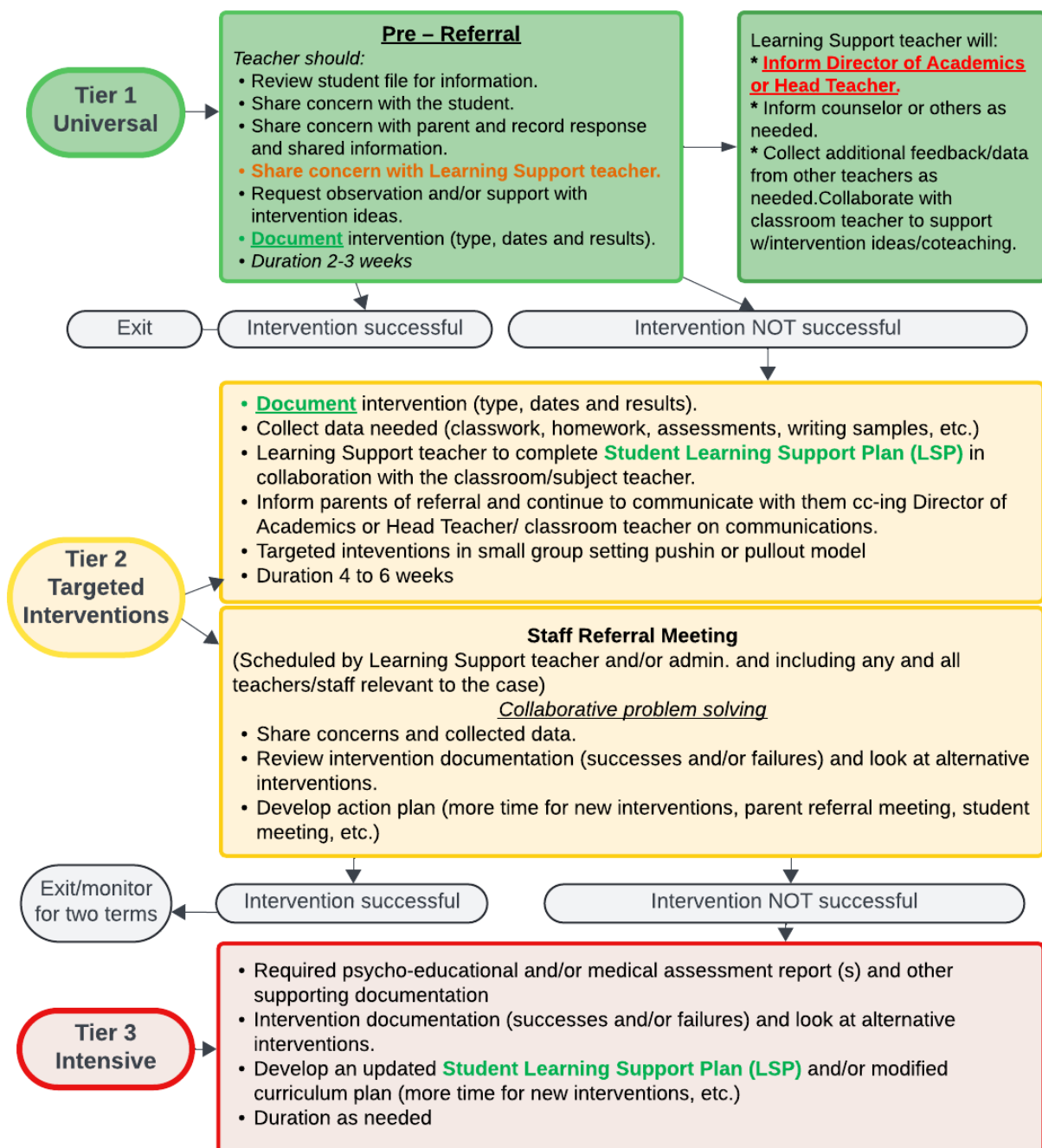
Review	Collaboration	Process
<b>Admission review</b>	<p>Admission team identifies student profiles that need additional academic or social emotional support. The admissions team liaises with the relevant Learning Support teacher to review files.</p> <p>Files that are flagged on a routine basis, with feedback to Admissions being completed within 3 to 5 days.</p> <p>Student support services team members may be asked to participate in reviewing student data, evaluations, conducting screenings, meeting with families, and/or offering trial days during school hours to gain more information before enrollment.</p> <p>The Learning Support Teacher will consult with regular teachers, headteachers, deputies, and other stakeholders to determine which level of support will be needed for the potential student to be successful at Trident schools.</p>	<p>Student files are uploaded on Ed-admin, flagged and sent for review to determine if any additional information is needed to gain a better understanding of a student.</p> <p>After the student file review is completed, the Learning Support Teacher can request additional documents, meeting with the parent and child.</p> <p>After information is gathered, the Learning Support Teacher will provide written feedback through Ed-admin.</p> <p>Once the decision has been made by the admissions team, any conditions to the enrolment will be shared with the Learning Support Teacher.</p> <p>Trident College – The admissions committee will flag students who need additional information. Student files on Ed-admin are then flagged to the Learning Support Teacher for review to determine whether a further file review, meeting with the parents or meeting with the student is necessary to determine enrollment for a potential student. The Learning Support Teacher will meet with the Admissions committee to review the documentation that is available on potential student.</p>
<b>Data review</b>	<p>At the end of each cycle student review meetings are held. This focuses on any areas of concern especially when the student's end of cycle marks is below 50%. This calls for further screening to determine if they may benefit from additional support. In consultation with teachers and pastoral leads, the team will further analyze and plan next steps.</p>	<p>Learning Support members participate in grade level meetings to review students of concern and determine action plans for the next cycle.</p>
<b>Referrals/ Requests for consultation</b>	<p>Students, parents, and teachers make direct referrals to student support services for additional services.</p>	<p>Referrals completed via independent request and/or internal form submission. Referral requests are responded to within 5 days of being notified.</p>



### 3.2. Student Support Referral Process

Trident schools provide learning support for students who need additional academic support. If a student's academic achievement is a concern, **the child study process** is initiated and entrance criteria into Learning Support is considered. Students who have previous documentation through and existing Learning Support Plan (LSP) may also receive learning support services.

#### Student Support Referral Flowchart



Updated Nov 1<sup>st</sup>, 2024





### Student Support Referral Process Outline

Tier	Actions	Outcome	Who is responsible? Required documentation
<b>Tier I - UNIVERSAL</b>  Support for all/  Monitoring   Intentional, short-term support planning by the teacher in consult with the LS teacher	<ul style="list-style-type: none"> <li>Teacher collaborates with the LS teacher</li> <li>Identification and communication of concerns regarding students that may require some additional intentional differentiation</li> <li>Teacher observes and works with the student to identify concerns</li> <li>Teacher shares concerns with LS teacher</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of whole class strategies to target class needs and diversity</li> <li>Implementation and monitoring of short-term support (2/3 weeks)</li> <li>Support for organization</li> <li>Monitoring for 2/3 weeks</li> </ul>	<u>Evidence:</u> <ul style="list-style-type: none"> <li>Unit plans, students' reflections</li> <li>Daily monitoring report card</li> <li>Discussion in parent-teacher conferences</li> <li>Anecdotal notes</li> <li>Grade level assessments</li> </ul> <u>Responsibility:</u> <ul style="list-style-type: none"> <li>Advisory/ Classroom teacher in cooperation with support staff</li> <li>Support specialists for implementation of strategies</li> </ul> <u>Documentation:</u> <ul style="list-style-type: none"> <li>Progress Monitoring Instruments by teacher</li> <li>Teacher informs parents/ guardian of any concerns and support plan</li> </ul>
<p>If concerns are addressed by <b>Short Term Targeted Support</b>, this is a <u>Potential Exit Point</u></p> <p>If the concerns persist, progress to <b>Tier 2.</b> with the completion of the REFERRAL FORM.</p>			



<p><b>Tier II –TARGETED</b></p> <p>Intentional/ targeted planning for some students</p>	<ul style="list-style-type: none"> <li>• Completion of the <b>Referral Form</b> for targeted interventions (it is important to provide as many details as possible including strategies that have been already tried)</li> <li>• Enrolment of student-on-student support services database on Ed-admin</li> <li>• In case the referral form indicates that the child requires support from different student support services, <b>Student Study Team</b> to evaluate the form to establish the need for a multidisciplinary support plan and the cooperation among support teams</li> </ul>	<ul style="list-style-type: none"> <li>• Further data gathering by support staff as necessary</li> <li>• Information is used to develop an individualized <b>Learning Support Plan (LSP)</b> with systematic strategies and interventions for set trial period (4/6 weeks). The support plan may include the completion of teacher-guidelines and/or accommodation plans, ILP, targeted co-teaching.</li> <li>• Next steps are decided at this stage based on feedback given in individual team meetings and/or grade level meetings. <b>Next steps may include:</b> <ul style="list-style-type: none"> <li>-formal diagnostic evaluations</li> <li>-assignment to a LS/ EAL/ counselling case</li> <li>-ILP or Accommodation Plan</li> <li>-terminating the support and shifting to monitoring</li> </ul> </li> </ul>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>• In collaboration with other specialists all observations and data points are collected.</li> </ul> <p><u>Responsibility:</u></p> <ul style="list-style-type: none"> <li>• Involved support team members inform parents/ guardians about intervention and next steps.</li> </ul> <p><u>Documentation:</u></p> <ul style="list-style-type: none"> <li>• Individualized Learning Plan is recorded by specialist support services</li> </ul>
<p>If the student's difficulties continue without measurable improvement on step 2, psycho-educational and/or medical assessment report(s) and other supporting documentation will be required, and a determination for eligibility to long-term/continued support services will be established.</p>			
<p><b>Tier III – INTENSIVE</b></p> <p>Systematic access to support for one or multiple support services for some students</p>	<ul style="list-style-type: none"> <li>• If evaluation indicates the child requires support from various services, Child Study Team to review a multidisciplinary support plan</li> <li>• Parent consult to further investigation the need for a psycho-educational and/or medical/ clinical assessment</li> <li>• Possible recommendations are made for the involvement of further specialists in the support plans</li> </ul>	<ul style="list-style-type: none"> <li>• Development of an updated individualized <b>Learning Support Plan (LSP)</b> and/or reduced timetable plan in collaboration with students, teachers, and parents.</li> <li>• Learning Support teacher to inform staff of new diagnostic information by adding notes to student records on Ed-Admin.</li> </ul>	<p><u>Evidence:</u></p> <p>Diagnostic reports Teacher feedback and grade level assessments LS benchmark assessments</p> <p><u>Responsibility:</u></p> <p>Learning Support teacher to inform staff of updated LSP via Ed-admin and/or email and arrange an information session with relevant teacher as necessary</p> <p><u>Documentation:</u></p> <p>Individualized support plans published on ED-admin. Diagnostic information reported on LSP on Ed-Admin</p>



## Meeting Schedule

LS teachers attend various meetings to support student learning in school.

Meeting	Description	Frequency
<b>Learning Support Team Meeting</b>	All Learning Support teachers and support staff meet to review strategies, interventions, and overall program implementation.	<b>Meets every term</b>
<b>Collaborative Team Meeting</b>	Grade-level classroom teachers/subject teachers collaborate with Learning Support teachers to align on student progress, accommodations, and curriculum adjustments.	<b>Meets monthly</b>
<b>Learning Support Transition Meeting</b>	Focuses on transitioning students between year groups or different educational settings, ensuring continuity in support strategies.	<b>Meets one time a year</b>
<b>Student Support Team Meeting</b>	Ad hoc meetings between the Learning Support teacher, Head of School, and relevant classroom teachers to address specific student concerns.	<b>Meets as needed</b>
<b>Parent Meeting</b>	Learning Support teacher meets with parents of students receiving support to discuss progress, adjustments, and future strategies.	<b>Available once a term</b>

## 3.3. Levels of Support

### Tier 1 Support (Universal)

Tier 1 support is defined as the core educational program focusing on differentiation. This may include learning behaviour strategies, instructional strategies, or differentiated learning materials. Learning Support provides this differentiation in conjunction with what is already happening in the high quality, standards-based, general education setting.

### Tier 2 Support (Targeted)

Tier 2 support is defined as targeted, short-term interventions. This may include accommodations to a student's current learning plan, in-class support, or co-teaching/co-planning support in the core academic areas.

### Tier 3 Support (Intensive)

Tier 3 support is defined as intensive learning support provided in an individual or small group class setting outside of the general educational program. This class is targeted to meet very specific individual learning goals and skills as may be identified on an individual Learning Support Plan (LSP).



The Tier Model Summary below:

Inclusive Model	Tier	Levels	Descriptor for Learning Support
For <b>All</b> Students	Tier 1	Universal	<p>Students receive differentiated instruction within the regular education classroom in consultation with LS teachers.</p> <p>This approach is where the written, taught and assessed curriculum is intentionally and consciously planned to cater for the diversity of all learners in a class/cohort.</p> <p>Some students may have an Accommodation Plan and are monitored by LS teachers.</p>
For <b>Many</b> Students	Tier 2	Targeted	<p>Individualized intervention with LS teachers or Instructional Assistants.</p> <p>These interventions can be written on a Short-Term Plan or Learning Support Plan (LSP).</p> <p>These written interventions require differentiation to the content, process or product, assessment, and intervention services to:</p> <ul style="list-style-type: none"> <li>• Access age-appropriate curriculum</li> <li>• Demonstrate understandings, or</li> <li>• Appropriately be challenged</li> </ul> <p>Students are actively monitored by LS and/or benefit from inclusion support within the classroom. Students may receive some limited or short term scheduled pull out support or access to a modified curriculum in a subject area for a limited period of time to develop identified academic skills.</p>
For <b>Some</b> Students	Tier 3	Intensive	<p>Students require access to long term support services beyond reasonable accommodations which may include significant classroom monitoring, extensive modification of general curriculum in multiple subject areas, intensive one-to-one support within the regular classroom, and/or frequent afternoon intervention sessions.</p> <p>Students may have a diagnostic evaluation and a LSP for multiple subjects that document the curriculum modifications required for success including content, process and assessment modifications which are on Ed-admin.</p> <p>Students require intentional differentiation to the content, process or product, a wide range of accommodations, additional assessments, and higher levels of intervention services in order to:</p> <ul style="list-style-type: none"> <li>• Access age-appropriate curriculum</li> <li>• Demonstrate understandings, or</li> <li>• Have access arrangements</li> </ul>



### 3.4 Entry/Exit Criteria for Learning Support Services

#### Tiered Support & Entry/Exit Criteria

	Trident College
<b>Tier 1</b>	All learning happens within content classes. A Learning Support teacher is available as a resource to help with planning of units to support the subject teachers with strategies and scaffolds.
<b>Tier 2</b>	Learning Support teacher works directly with subject teachers to ensure that classes are accommodated for short-term interventions/ small group support applying targeted interventions in small group setting. Student is significantly below grade level in one or most subjects.
<b>Tier 3</b>	<p><b>ENTRY INTO TIER 3 SUPPORT:</b></p> <ul style="list-style-type: none"> <li>- Has previously been in Tier 3 learning support or has previously received learning support</li> <li>- Has an Ed-Psych evaluation with a diagnosed learning disability stating that the student needs Learning Support</li> <li>- Is currently 1-2 years behind grade level using a variety of data points</li> </ul> <p>*Once a student enters the Tier 3 support, a letter is sent home to parents.</p>
<b>Tier 3</b>	<p><b>EXIT FROM TIER 3 SUPPORT:</b></p> <ul style="list-style-type: none"> <li>-The student has <b>achieved grade-level proficiency</b>, as demonstrated by assessments and data points.</li> <li>-The student may/may not require accommodations or beyond those available in the general education setting.</li> <li>-The student has met the goals outlined in their individual Learning Support Plan (LSP).</li> <li>- Regular evaluations indicate sustained academic progress without additional support.</li> </ul> <p>Exit checkpoints will typically be at the end of each cycle. Once a student exits the Tier 3 support, a letter is sent home to parents. Learning Support teacher will follow up and monitor progress for these students across 2 years. Tier 2 supports may be provided in class, as necessary.</p>

### 3.5 Reporting to Parents

For students receiving Tier 3 support, regular communication with parents via emails/Ed-admin is essential to ensure transparency and collaborative progress monitoring. At the end of each cycle, the Learning Support teacher will provide a detailed report to parents outlining the student's specific learning goals, progress made, and areas for continued focus. This report will include personalized insights into the interventions used, any adjustments to the Learning Support Plan (LSP), and recommendations for additional support, if needed. The goal of this report is to keep parents informed and involved in their child's learning journey, ensuring that both school and home environments are aligned in fostering the student's success.



#### 4. Counselling Support

At Trident College, counselling is defined as a confidential, short-term, solution-focused therapeutic service offered to individual students, small groups, and/or families during times of transition, heightened stress, critical change, or other challenging situations. This service is grounded in evidence-based theories and techniques proven effective in school settings to promote social, emotional, behavioural, and academic adaptations, as well as career development. The counselling process fosters a supportive environment, empowering individuals with personal skills to make autonomous, informed decisions both daily and in the future. Through this process, students develop skills that promote personal growth, resilience, and lasting success in school and beyond.

Confidentiality is the cornerstone of the professional relationship that counsellors have with students and family members. Students and family members have a right to seek assistance whilst having their privacy respected around highly personal and sensitive issues. The counselling team will only share pertinent information when issues of safety are, such as with self-harm, or when consent is granted by student(s) or parent(s). Counsellors will provide the necessary teacher and/or staff member with essential information relevant to the situation. This is done so that the teacher and/or staff member can provide the best possible care and support for the student in the classroom.

#### Terms

The following terms pertaining to counselling have been specifically defined to ensure understanding by the community:

Term	Definition
<b>Self-harm</b>	The act of deliberately inflicting pain and damage to one's body by means of cutting, burning, scratching, and self-poisoning through medication or substances in order to relieve emotional distress.
<b>Safeguarding</b>	Protecting one from harm including physical, emotional, sexual harm and neglect. Counsellors have a duty to recognize the signs and symptoms of abuse and to act on any concerns.
<b>Cyberbullying</b>	When a student uses the internet, emails, text messages, instant messaging, social media websites, online forums, chat rooms or other digital technology to harass, threaten or humiliate another student.
<b>Behavioural Issues</b>	Behavioural issues refer to symptomatic expressions of emotional or interpersonal maladjustment in individuals. Such behaviours often reflect underlying challenges in adapting to social or environmental expectations, leading to actions or reactions that deviate from typical behavioural patterns.
<b>Emotional Issues</b>	Emotional issues arise when an individual struggles to regulate their emotions, resulting in difficulties that pose risks to their own well-being or that of others. This lack of emotional control can manifest in various ways, including emotional outbursts, withdrawal, or other disruptive behaviours that interfere with everyday functioning.
<b>Social Issues</b>	Social issues involve challenges in initiating and maintaining meaningful relationships, which subsequently impact an individual's ability to engage.



#### 4.1. Model of Care

These needs are best understood in terms of the model of care. We have developed a tiered model of care to guide our practice and communicate the level of need and support a student may be receiving. Movement through tiers is determined by professional judgment through case review and outlined in the Counselling Action Plan as needed. The tier model is as follows:

#### 4.2. Tiers of Support

Inclusive Model	Tier	Levels	Descriptor for Counselling
For <b>All</b> Students	Tier 1	Universal	<p>Preventative and proactive school wide programming and interventions to support social emotional well-being.</p> <p>Interventions for students through grade level presentations or workshops, collaboration with pastoral teams, teachers, and other key stakeholders. Counsellors may provide brief check-ins for an individual student's social emotional well-being and monitor progress.</p> <p>Advising classroom teachers on behaviour and social emotional strategies. Parent and staff workshops. Provide external referrals at parent request.</p> <p>Personal assessment and documentation of issue raised- behavioural, emotional, physical, academic etc. Data is recorded on internal shared document between counsellors.</p>
For <b>Many</b> Students	Tier 2	Targeted	<p>The aim is to support students who are at risk for developing more severe difficulties if interventions are not provided.</p> <p>Counsellor led interventions includes individual counselling sessions; small group counselling, and conflict resolution. Further support may be provided to new students who are adapting to the school environment. Behaviour intervention, data collection and referrals to external health professionals will take place.</p> <p>Consultation and collaboration with school personnel, families, community stakeholders, and external therapists and providers.</p> <p>Continued personal assessment and documentation of issue raised- behavioural, emotional, physical, academic etc.</p> <p>Action plan is discussed with student and scheduled consultations are booked.</p> <p>Examples: Academic pressure, problematic technology use, social isolation, peer relationships. Data is recorded on shared internal document between counsellors.</p>





For <b>Some</b> Students	Tier 3	Intensive	<p>Immediate and ongoing support for students that address individual goals and needs.</p> <p>Counsellor led individual and/or group counselling support where actions plans are documented on either a counselling action plan, safety plan, or behaviour plan. Referrals are made to private health professionals.</p> <p>Students at this tier have specific targeted goals and interventions documented in a <u>Counselling Action Plan</u>. The action plan should outline necessary review date timelines.</p> <p>Examples: stress management, peer interactions, isolation, withdrawal, familial issues, symptoms of anxiety/depression, gaming addiction, self-esteem, developmentally inappropriate sexual behaviors</p>
For <b>Some</b> Students	Tier 4	Comprehensive	<p>Immediate attention and/or action is required to support a student where a safeguarding issue has arisen.</p> <p>Crisis response is required if a child is at risk of harm to themselves or others. Counsellors consult with Pastoral Care and Leadership teams to develop an appropriate and immediate action plan to ensure the safety of the student.</p> <p>Safeguarding issues are situations that involve abuse, neglect, exploitation, or harm to vulnerable people.</p> <p>Examples include:</p> <p>Emotional abuse: Bullying, cyber-bullying, or other behaviours that make a child feel worthless, unloved, or inadequate.</p> <p>Financial abuse: Withholding, stealing, or squandering someone else's money.</p> <p>Domestic violence: Pushing, hitting, or other forms of abuse.</p> <p>Neglect: Not receiving essential food, medication, or care.</p> <p>Sexual exploitation: Grooming or other forms of sexual abuse.</p> <p>Self-harm: Incidents of self-harm i.e. cutting.</p>

### 4.3. Support Provided

Counselling services are data informed interventions provided through:

- **Individual Counselling:** Meeting with student(s) or family members privately to support social and emotional wellbeing.
- **Group Counselling:** Meeting with a small group of identified students to support their social-emotional development and wellbeing.
- **Conflict Mediation:** Meetings that may consist of students, parents, and teachers mentioned earlier in section to mediate conflicts using principles of restorative justice.





- **Advocacy:** counsellors support students in building skills for them to advocate for themselves and assist students in having difficult conversations with family members, peers, and/or staff members.
- **Classroom Lessons:** counsellors collaborate with teachers to provide whole-class learning on many social-emotional topics.
- **Parent Education:** counsellors introduce parents to practices that promote healthy student development and wellbeing.
- **Referral Assistance:** counsellors recommend private healthcare professionals that can help students and/or families with wellbeing services.
- **Case Meetings:** counsellors to assist in supporting the wellbeing of the student to ensure that the process of service delivery from learning support, third-party provider, and themselves is achieved.
- **Skill Building (Primary):** Meeting with students individually or in groups to learn skills in domains (self-management, social-awareness, social skills, self-awareness, relationship skills, responsible decision making).

#### 4.4 Social Emotional Counselling Referrals

Seeing a counsellor is generally accepted as a norm by students, however, there is always the potential for stigma, or anxiety by students who may potentially be engaging for the first time. Such engagement, therefore, needs to be sensitively managed, kept confidential, and tailored in terms of timings to best fit the student's needs.

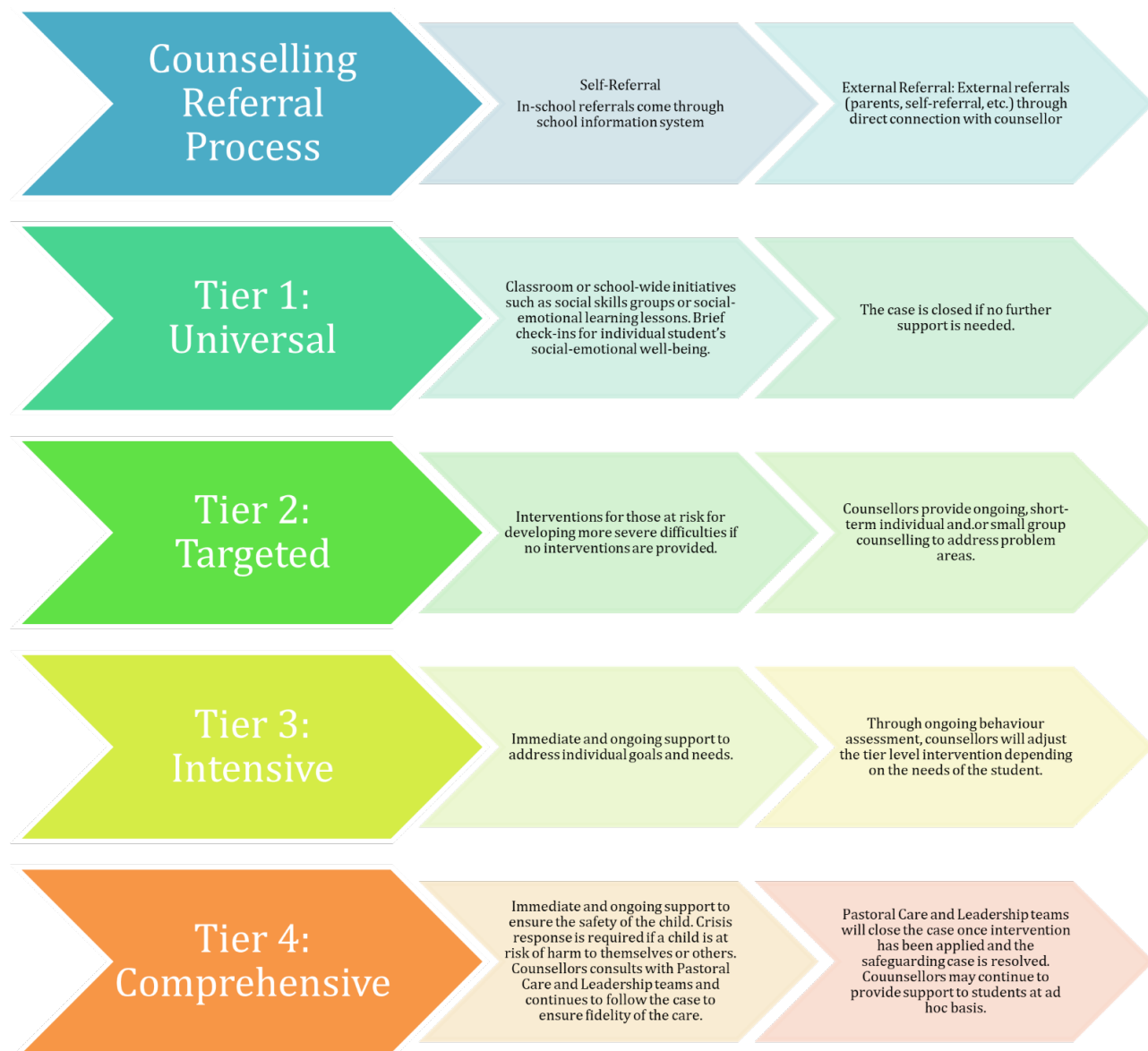
If in a crisis, access to a counsellor will always take precedence at Trident.

The referral process comprises of the following:

- **Self-Referrals:**
  - **Primary:** Students in upper primary seek support freely and voluntarily as counselling has been identified as a safe space. They refer to the classroom teacher first. Students in lower primary are referred by the classroom teacher.
  - **Secondary:** Student(s) can meet with the counsellor by either dropping in to one of the counselling offices in person, with friends as support, or can make an appointment request on Teams. Confidential communications between counsellors and students are to be conducted.
- **Parents/ Family Members:** Parents and family members are able to make a referral for counselling services through email.
- **School Staff:** School staff are able to make a formal referral for counselling services through email for non-crisis related situations.
  - If there are immediate safeguarding concerns these should be communicated immediately, in person or over the phone, to the Pastoral Care Team. This allows appropriate assessment and intervention to occur to ensure the safety of the student.
- **Behavioural Referrals:** At times students demonstrate behaviors that could be labelled as negative, bad, attention-seeking and more. We understand that such behaviours need to be addressed.
- **Please note:** Students that are engaging in general developmentally appropriate misbehaviour should not be 'sent to the counsellor's office' as this potentially disrupts their understanding of this role and intended space. General behavioural issues should be managed in line with the school discipline procedure. In Primary, the Head of School as in Secondary – the Head of Pastoral Care and Head of School will assess the situation and collaborate with counsellors as needed.



## Primary Cause for Concern Referral Process Flowchart



## Social Emotional Counselling Meeting Schedules

Counsellors participate in a variety of social emotional consultative and collaborative meetings to ensure the wellbeing of students.



### Counselling Meeting Structure Diagram

Counselling and Learning Support Team meeting: Review cases, processes and procedures	• Meets every two weeks and/or on demand
Pastoral Care Team meeting: Review cases, processes and procedures	• Meets once a month and/or on demand
Pastoral Care Team and Leadership meeting	• Meets once a term and/or on demand
Parent Meeting	• Ad Hoc
Staff Consultation	• Ad Hoc

### 4.5 Social Emotional Counselling Processes

Unless there is a crisis, counselling appointments are made directly with students and whenever possible in consultation with teachers and Pastoral Care Team.

Students can arrange appointments with the counsellor. Students can arrange appointments with counsellors both in-person or via Teams to request an appointment. Appointment times will be confirmed and are best held during break, and after school.

All individual session notes are documented confidentially by the counsellors. Brief descriptions will be logged on to the Ed-Admin system for staff. Case notes should be specific, information about the focus of the session as well as a summary of key discussions. Counsellors can also note how the session went and if there were any points that relate to the student's overall goals.

Case supervision will be conducted routinely depending on a student's tier level and/or needs. This can be routine peer case review as well as supervision with the Pastoral Care Team or a private healthcare professional. Case supervision is essential for counsellors to ensure emotional well-being, enhanced accountability, and the development of counselling skills.

Criteria to determine counselling effectiveness and the need for initiation of services or discontinuation of services will be made on an individual basis with respect to the area of cause for concern.



## 5. Implementation of Inclusive Practices

### 5.1 Classroom Accommodations

Teachers make accommodations such as adjusting assignments, providing visual aids, or alternative test formats to meet the needs of diverse learners. Unless otherwise indicated, all accommodations are to be made in all subject areas and by all teachers.

#### Classroom Accommodations

Environment	<input type="checkbox"/> Have visual timetable in clear position <input type="checkbox"/> Visual timer to announce transitions and mark beginning and end of an activity <input type="checkbox"/> Support the curriculum with visuals (e.g. literacy and math visuals) <input type="checkbox"/> Preferred seating in distraction-free area (away from door, AC unit, windows, closer to board/instruction point etc.) <input type="checkbox"/> Stand near student when giving directions or presenting lessons. <input type="checkbox"/> Seat student near peer helper <input type="checkbox"/> Use varied tones/volumes of voice <input type="checkbox"/> Prepare students for upcoming transition/ change in routine. <input type="checkbox"/> Provide sensory sensitive lighting <input type="checkbox"/> Reduced visual clutter (natural colours, as much natural light as possible) <input type="checkbox"/> Provide visually highlighted points of focus <input type="checkbox"/> Built in sensory breaks such as _____ <input type="checkbox"/> Other: _____
Supplementary Aids	<input type="checkbox"/> Encourage use of adaptive stationary (such as weighted pencil, slant board, visual cue stickers on pencil) <input type="checkbox"/> Math aids: for example, multiplication charts, place value charts, etc <input type="checkbox"/> Letter sound/phonics patterns and formation charts <input type="checkbox"/> Personal dictionary <input type="checkbox"/> Personal word wall <input type="checkbox"/> Use of reading rulers <input type="checkbox"/> Use of coloured lines/margins for writing <input type="checkbox"/> Provide adaptive paper <input type="checkbox"/> Math manipulatives- counters, base 10 blocks, fraction bars, etc. <input type="checkbox"/> Other: _____
Lesson Presentation	<input type="checkbox"/> Repeat group instructions on individual level <input type="checkbox"/> Give chunked (step-by-step) instruction (in both verbal and written format) <input type="checkbox"/> Provide written outline/notes before lesson. <input type="checkbox"/> Provide study guides/graphic organizers at the beginning of each unit/chapter. <input type="checkbox"/> Write key points on board and/or on student's desk <input type="checkbox"/> Conduct oral reviews, have student repeat directions <input type="checkbox"/> Provide peer coaching. <input type="checkbox"/> Use multimedia/electronic devices <input type="checkbox"/> Allow breaks during class. <input type="checkbox"/> Follow consistent, published schedule. <input type="checkbox"/> Ask student repeat directions <input type="checkbox"/> Provide mnemonic devices <input type="checkbox"/> Other: _____
Assignments	<input type="checkbox"/> Reduce/adjust homework. <input type="checkbox"/> Allow extra time for task completion. <input type="checkbox"/> Divide work into shorter segments. <input type="checkbox"/> Simplify complex directions. <input type="checkbox"/> Schedule shorter work periods. <input type="checkbox"/> Hand out worksheets one at a time.



	<input type="checkbox"/> Provide review of assignments before completion. <input type="checkbox"/> Allow audio recording of assignments. <input type="checkbox"/> Avoid handwritten assignments, allow word processing <input type="checkbox"/> Allow use of technology devices for longer written assignments (typing, speech to text etc.) <input type="checkbox"/> Other: _____
Classroom Assignments	<input type="checkbox"/> Allow extra time to complete. <input type="checkbox"/> Provide 1:1 setting <input type="checkbox"/> Provide small group setting <input type="checkbox"/> Give written information on test content. <input type="checkbox"/> Allow learner to take test in quiet place to reduce distractions. <input type="checkbox"/> Give practice quizzes before tests. <input type="checkbox"/> Use typewritten tests, not handwritten. <input type="checkbox"/> Give oral exams whenever possible. <input type="checkbox"/> Reader <input type="checkbox"/> Scribe <input type="checkbox"/> Prompter <input type="checkbox"/> Scratch paper <input type="checkbox"/> Use of notes/visual aids for assessments (when applicable) <input type="checkbox"/> Chunked exams <input type="checkbox"/> Other: _____
External Assessments	<input type="checkbox"/> Allow extra time to complete. <input type="checkbox"/> Provide 1:1 setting <input type="checkbox"/> Provide small group setting <input type="checkbox"/> Give written information on test content. <input type="checkbox"/> Allow learner to take test in quiet place to reduce distractions. <input type="checkbox"/> Give practice quizzes before tests. <input type="checkbox"/> Use typewritten tests, not handwritten. <input type="checkbox"/> Give oral exams whenever possible. <input type="checkbox"/> Reader <input type="checkbox"/> Scribe <input type="checkbox"/> Prompter <input type="checkbox"/> Scratch paper <input type="checkbox"/> Use of notes/visual aids for assessments (when applicable) <input type="checkbox"/> Chunked exams <input type="checkbox"/> Other: _____
Organizational Planning	<input type="checkbox"/> Provide organizational-skill training (goal setting, visual reminders, use of devices/strategies etc.). <input type="checkbox"/> Provide self-monitoring checklist and encourage use of it <input type="checkbox"/> Provide task-management assistance. <input type="checkbox"/> Break down time expectations for task <input type="checkbox"/> Teach how to scan for key points. <input type="checkbox"/> Provide daily assistance in use of planner. <input type="checkbox"/> Assign volunteer homework partner. <input type="checkbox"/> Support formation of study groups. <input type="checkbox"/> Teach/incorporate mnemonic strategies. <input type="checkbox"/> Other: _____
General	<input type="checkbox"/> Provide immediate praise for achievements <input type="checkbox"/> Recognize efforts that learners make. <input type="checkbox"/> Provide cues for students to remain on task. <input type="checkbox"/> Provide variety of teaching methods/multisensory mediums to meet varied learning styles.



	<input type="checkbox"/> Private discussions regarding behaviour
	<input type="checkbox"/> Other: _____
Physical or Medical Accommodations	<input type="checkbox"/> Fill in: _____



## 6. Admissions Protocol for Applications Requiring Special Consideration

### 6.1 Rationale

There will be occasions when a child applies for admission to school, and the school is uncertain whether it can meet the child's needs, such "special consideration" applications are never straight forward and can sometimes be contentious. We assume that the school welcomes students who learn differently as long as there is reasonable likelihood of candidate's success.

### 6.2 Basic Assumptions

- a. **GOAL:** We start from the position that no child needs to earn the right to be included and that in most cases we can design programs in which students are successful. Effective teachers can learn to teach all students.
- b. **PREPARATION:** all Admissions Committee members will come prepared, having read applicant's file and related documents.
- c. **MEMBERSHIP:** fluid, based on age/year group of the child. Difficult admissions decisions need to be taken by a team including the Head of School or the Head Teacher. The Learning Support teacher and Mainstream Teachers (representing year level or/and year levels above and below) should also be included.
- d. **MEETING FACILITATION:** a designated person facilitates this meeting.
- e. **RESPONSIBILITY:** On the rare occasions that the school finds it cannot admit a child, the decision represents the school's shortcoming, not the child's.
- f. **STUDENT SUCCESS:** a vision of student success should not be monolithic and should include more than just academic success. Student success should not be determined in comparison to other students.
- g. **ADMISSION CRITERIA:** while it is tempting to relate admissions eligibility to test scores, test scores should be used as one criterion of many to determine whether the school has a match between what it is able to provide and the specific student needs.

### 6.3 Success Indicators:

- a. **DEFINITION:**
  - a. What might success in our school look like for this child? (academically, social-emotionally, physically) – If the child is unlikely to reach year level academic benchmarks/expectations, what other success indicators (e.g. social or emotional) might there be that would more than compensate? And how will we go about unmasking that success?
  - b. What might be some specific goals for this child?
  - c. What might success look like for our teachers?
  - d. What might success for the parents look like? And what is our understanding of the parent's goals for the student?
- b. **CRITERIA FOR SUCCESS:**
  - a. How would we know that we had achieved success? What would the child be saying/doing/feeling?
  - b. What would teachers be saying/doing/feeling?
  - c. How will we know that the parents have observed success for their child?



#### 6.4 Approaches/ Strategies:

- a. Knowing where the child is academically, social-emotionally and physically, what would we need to do as a school to support his/her success at our school?
- b. What support will teachers need?
- c. What would parents need to do?
- d. What would the child need to do?
- e. Often, children who learn differently have had negative experiences with previous schools, how will we work towards developing their trust and confidence?

**Reflection of Process:** As a school/team, what can this child teach us? What have we learned through the process of this conversation?





## 7. Monitoring and Evaluation

### 7.1 Tracking Student Progress

Student progress is monitored through formative assessments, teacher feedback, and regular review meetings with the Learning Support team.

### 7.2 Annual Review of Support Plans

LSPs and other support strategies are reviewed annually (or more frequently if needed) to ensure they continue to meet the student's needs.

### 7.3 Promotion, Retention and Acceleration Procedures

The Promotion, Retention and Acceleration Policy addresses the following questions:

- Why would a student be promoted, retained or accelerated?
- How is the decision made, and by whom?
- What evidence is used to make the decision?

The decision about promotion, retention or acceleration should be evidence-based and supported by clear data and argument.

#### Terms and Abbreviations

Term	Definition
Promotion	Annual promotion of a student from one chronological grade to the next grade
Retention	Holding a student at a grade level for a subsequent year
Acceleration	Progressing through an educational program at rates faster or at ages younger than conventional this may be achieved through grade-skipping, early entrance to kindergarten or college, dual-credit courses and subject-based acceleration.

The decision to annually promote students is taken by the Head Teacher based on adequate growth and attendance. Consideration should be made in conjunction with data on attendance, academic growth, and social and emotional growth.

The decision to retain a child is taken by the Head Teacher, in cooperation with parents, based on professional assessments of a range of factors, including the student's academic progress, cognitive abilities, social and emotional development, and chronological age. Professional and parental consideration of the following questions should be given:

- To what extent will the child benefit academically from repeating the same curriculum content, learning experiences and assessment tasks?
- To what extent will the child benefit or suffer socially or emotionally from a change of grade-level peers and/or friendship groups?
- To what extent would the child benefit from alternative supporting arrangements that would support his or her education and social development?

The decision should be made in good time, by the school's leadership team in partnership with parents, so that they may consider the implications and other options for the student.



Consideration should be made in conjunction with data on:

- the impact of recommended modifications, accommodations and differentiations made by the class or subject teacher(s) the impact of recommended support mechanisms and strategies implemented by the learning support team, counsellors and/or school leadership.
- the identification of functional behavioural analyses or psycho-educational evaluations.
- the Learning Support Handbook
- the long-term history of the student's academic progress and attainment across a range of subject areas, including that from previous schools if appropriate. This data should include internal report grades and external assessment results.
- The student's fluency in English and/or other home-tongue languages.

The evidence or data should be gathered over the course of the school year with potential identified early in the first Term and with time for the above strategies to have been implemented and their effectiveness assessed. Students, parents, teachers or administrators may request that a student be accelerated (skip a grade(s)).

All referrals for retention or accelerated placement for the new school must be made by October 1<sup>st</sup>.

## 8. Policy Review Cycle

The Learning Support Policy will be reviewed annual to ensure it remains up to date with current best practices and the evolving needs of the student population.

The following terms pertaining to the learning support program have been specifically defined to ensure understanding by the community:

Term	Definition
Learning Support Plan (LSP)	The written plan that has targeted, direct learning and pedagogical goals focused on differentiation in collaboration with stakeholders for a short term or long-term goal (by which students' needs are planned for and monitored on an individual basis). It guides and documents Tier 2 and Tier 3 interventions. It may include systematic strategies and interventions for set trial period (4/6 weeks). The Learning Support Plan may include the completion of teacher-guidelines and/or accommodation plans, Psych-ed report recommendations, targeted co-teaching etc.
Tiers of Support	<p>The Tiers of Support is a structured, multi-level approach for delivering educational support to students. Each tier provides increasing levels of targeted support based on the student's individual needs:</p> <p>Tier 1 includes universal supports and high-quality teaching strategies within the general classroom, accessible to all students.</p> <p>Tier 2 involves more focused interventions, often in small groups, for students who need additional help beyond Tier 1.</p> <p>Tier 3 provides individualized and intensive support for students requiring the highest level of intervention.</p>
Child Study Team (CST)	A multidisciplinary group of educators, including classroom teachers, learning support staff, and administration, who collaborate to assess and address the needs of students with academic, social, or emotional challenges.
Psychoeducational Evaluation (Ed-Psych or Psych-ed)	An Educational Psychological Evaluation is a formal psychological tool used to help determine the specific needs of a student. This includes both an educational assessment and a cognitive assessment.

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## Appendixes

### Appendix A: Learning Support Plan Template

<b>Student:</b>		<b>DOB:</b>		<b>Year/Teacher:</b>		<b>Student Support Plan</b> <b>CONFIDENTIAL</b>
<b>Date Plan Covers:</b>			<b>Prepared by:</b>			
<b>Parent/Guardian information:</b>			<b>Home language/s:</b>			

<p><b>Diagnosis information:</b></p> <p><b>STUDENT LEARNING:</b></p> <p>Personal Strengths (Skills / Knowledge):</p> <ul style="list-style-type: none"> <li></li> </ul> <p>Personal Areas of Interest:</p> <ul style="list-style-type: none"> <li></li> </ul> <p>Areas for Remediation:</p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>CLASSROOM ACCOMMODATIONS:</b></p> <div style="border: 1px solid black; height: 200px; width: 100%;"></div>	<p><b>STUDENT SELF REFLECTION:</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>What supports have helped you with your academic challenges?</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>What do you want your teachers to know about how you learn?</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>What personal goals do you have this year?</p> </div> <p><b>MEDICATIONS:</b> N/A</p> <p><b>ADDITIONAL INTERVENTIONS:</b> -</p>
--	--	--

#### ASSESSMENT *Current level of academic performance and additional assessment*


#### LEARNING SUPPORT RECOMMENDATIONS:



GOAL 1			
Goal Statement:			
Current level of performance	Objectives	Strategies, programs, materials and/or resources	End of Year Update
	•		

GOAL 2			
Goal Statement:			
Current level of performance	Objectives	Strategies, programs, materials and/or resources	End of Year Update
	•		

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## Appendix B: Student Support Team Initial Meeting Form

<b>Student's Name:</b>				<b>Date:</b>	<b>Meeting #</b>
<b>DOB:</b>		<b>Year:</b>	<b>Teacher:</b>		
<b>Requested to attend:</b>					
<b>Strengths</b>	<b>Referral Concerns/ Deficits</b>	<b>Action – Plan</b>		<b>Who &amp; When</b>	
•					
<b>Attendees:</b>				<b>Follow-up Date:</b>	
<b>Other Information:</b>					
<b>Learning Support</b>			<b>Counselling</b>		
<b>Yes No Exit Current Level:</b>	<b>Monitor / Area: Level of Support / Area:</b>	<b>Yes No Exit Current Level:</b>	<b>Monitor: Level of Support:</b>		



## Appendix C: Learning Adjustments Checklist

### LEARNING & SUPPORT ADJUSTMENTS Addressing learner diversity

<b>Student Name / Class / Grade:</b>	<b>Date:</b>
<b>School:</b>	<b>Year/Grade:</b>

#### Classroom Adjustments

1. ☐ Seat near teacher
2. ☐ Assign student to low-distraction area
3. ☐ Seat near positive peer models
4. ☐ Use individual workspace
5. ☐ Assistance to organise equipment
6. ☐ Use of time-out
7. ☐ Stand near student when giving instruction
8. ☐ Arrange classroom for safe visibility, accessibility, and movement
9. ☐ Alternative furniture or resources e.g. Therapy stool, OT cushion, pencil grip, FM Monitor etc
10. ☐ Daily schedule/Visual timetable
11. ☐ Timer, Stress relievers etc
12. ☐ Other (please specify)

#### Presentation of Lesson

13. ☐ Adjust workload: provide alternative task or reduce task items; give alternative assessment
14. ☐ Use visual aids
15. ☐ Provide explicit instructions and communicate the purpose of the learning task including chunked instructions
16. ☐ Give clear behavioural goals & expectations
17. ☐ Explain criteria for learning tasks / assessments
18. ☐ Ask student to repeat instructions for clarification and understanding
19. ☐ Use high-impact, game-like materials
20. ☐ Call on student often to check focus
21. ☐ Requires additional acknowledgment and praise effort
22. ☐ Give verbal and visual reminders for student to stay on task
23. ☐ Use large type
24. ☐ Keep page format simple and removedistractions from paper
25. ☐ Use dark ink
26. ☐ Use buff-coloured rather than white
27. ☐ Divide page into clearly marked sections

#### Support Services

- In school support:*
47. Implement behaviour contract/reward system
  48. Modify or change student's schedule to fit optimal learning times
  49. SLSO (Teacher's Aide) in class support
  50. Volunteer Tutor
  51. Parent volunteer
  52. Work with LAST
  53. EAL/D

#### Alternative Assessment / Evaluation Procedures

27. ☐ Permit student to type or use word processing or iPad or scribe
28. ☐ Adjust grading criteria based on individual
29. ☐ Arrange for oral testing/have support staff administer test/assessment task
30. ☐ Provide NAPLAN support (extra time, reader, scribe etc)

#### Independent Work Strategies

31. ☐ Provide student with digital recorder
32. ☐ Arrange for note taker
33. ☐ Simpler or fewer task expectations
34. ☐ Longer task time

#### Organisational Strategies

35. ☐ Use visual timetable or daily schedule
36. ☐ Use of checklist for learning tasks or assessment
37. ☐ Arrange for a duplicate set of classroom materials to use at home
38. ☐ Develop parent/school contract

#### Homework Modification

39. ☐ Adjusted Spelling Lists
40. ☐ Differentiated Maths Homework
41. ☐ Other (Please specify)

#### Behaviour

42. ☐ Behaviour contract
43. ☐ Social Stories
44. ☐ Teach student to monitor their own behaviour
45. ☐ Conflict Resolution Strategies
46. ☐ Other (please specify)

#### 54. Peer Tutoring

- ACU Speech pathology
- School Counsellor

#### Out of school support:

57. Counselling
58. Behavioural therapist
59. Occupational Therapist
60. Speech therapy
61. Other:



## Appendix D: Checklist for Learning Support Admissions

### Checklist for Learning Support Admissions

What information do we need to make a good admissions decision for Learning Support/ Special Education students?

From parents	From teacher or school	From file review/ paperwork
<ul style="list-style-type: none"> <li>• Interests/ strength</li> <li>• Language spoken</li> <li>• Previous test results &amp; reports</li> <li>• Social skills &amp; behaviors</li> <li>• Emotional skills &amp; behaviors</li> <li>• Adaptive/ functional life skills</li> <li>• Parents' perceptions of child's school experience</li> <li>• Parental goals</li> <li>• Student self-knowledge</li> <li>• Assistive technology/ equipment needed</li> <li>• Number of moves in this child's life</li> <li>• Relationship between child's difficulty and impact on home life; successful strategies used</li> <li>• Degree of success of current ILP/IEP program modifications</li> <li>• Parent follow – up, follow through on recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Current testing, ILP/IEP</li> <li>• Program modifications</li> <li>• Support provided</li> <li>• Student/teacher ratio</li> <li>• Socialization</li> <li>• Behavioural comments</li> <li>• Extra support outside the school</li> <li>• OT, PT, SLT, psychologist, counsellor, social work</li> <li>• Successful strategies</li> <li>• Specific obstacles</li> <li>• Degree of parental support</li> <li>• Student self-knowledge/ advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Current testing/ IEP</li> <li>• Face-to-face interview whenever possible; otherwise, online meeting required for special education admissions</li> <li>• Report cards (at least last 2 years)</li> <li>• Information/ description of last school/program</li> <li>• Medical information</li> <li>• Learning Support report</li> </ul>



## **Appendix E: Outside Support Services**

### **Suwilo Namfukwe**

Clinical Psychologist

Eleveight wellness Solution

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Solwezi/Ndola

### **Mukosa Elizabeth Chanda**

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