



# Hughes Primary School

*Learning for Life*

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## Student Wellbeing Procedure

### Purpose and Scope

Supporting the wellbeing of all children is a priority at Hughes Primary School. Our preschool procedures link to our school processes and ensures that a seamless transition occurs for all children. This approach also allows families to experience the same processes, regardless of grade level, as their children move throughout the school years.

### Procedure

#### Educators

Educators have in-depth knowledge of each child's developmental needs. When educators observe behaviours that may require additional support or investigation the following process is used:

- complete observations over different sessions and settings
- complete the analysis of the observation making explicit links to developmental domains
- discuss observations and analysis with the family at a mutually convenient meeting time
- seek to share this information at a Student Resource Team meeting via team leader, if deemed necessary
- seek outcome of Student Resource Team meeting and decisions that require actioning and discuss with team leader
- discuss this with the family the actions suggested by the Student Resource Team meeting, including the possibility of exploring Allied Health support or CDS for external support
- ensure fellow educators are aware of adjustments that are being made
- implement actions, monitor and provide feedback to family and team leader
- incorporate the expertise of internal providers (school psychologist, NSET staff) external providers, such as early intervention educators, therapists and specialists where applicable
- follow the Support at Preschool process
- design Individual Learning Plans (ILP) with the family and other providers, where applicable
- review ILP goals in an ongoing manner and at set times throughout the year
- provide advice to school to ensure a seamless transition from preschool to kindergarten.

#### Families

Families, as their child's first teacher, bring an understanding of their child's development and needs. Families are encouraged and supported to:

- discuss concerns with their child's educator
- Inform educators about any external providers that are working with their child
- contribute to the crafting of the Individual Learning Plan (ILP), where applicable
- clarify the actions they can undertake within the ILP
- inform educators of successes and challenges in meeting the goals of the ILP

**Attachment 1:****Information for parents/carers and early intervention providers: Working within Education Directorate Schools (Preschool to College)**

The Education Directorate supports the inclusion and engagement of all students in ACT government schools from preschool to year 12. Schools work with involved professionals to support the student and family to ensure shared understandings, goals and consistency in expectations.

Families receiving funding through the National Disability Insurance Scheme (NDIS) develop a plan with the National Disability Support Agency (NDIA) which outlines the supports and services the family is eligible to access. The NDIS gives parents choice and control to determine which early intervention (EI) provider/s best supports their identified needs. Parents may request the EI provider works within their child's preschool program.

It is important that schools welcome and involve EI providers supporting the child and family. The EI provider will be working with the child and family across a number of settings and will have information and expertise of value to the school.

Prior to the EI provider commencing in the preschool program the principal ensures all necessary and required processes have been completed as outlined in ED Policy: Working With Children And Young People – Volunteers And Visitors including the Working with Children and Young People- Visitors, Nomination Form- Information for Visitors.

The attached template Planning for Children in ED Preschools and Accessing Early Intervention Supports (Interim) is a tool for the use of schools to assist: identify learning outcomes; clarify roles and responsibilities particularly within, but not limited to, the preschool and to avoid duplication of services/supports.

School teams and EI providers agree as to how best support the child and further develop the preschool teams understanding of the child's developmental needs. The preschool team and EI provider work collaboratively to adapt therapy goals to the preschool play based curriculum. Interventions take place within the program; children are not to be removed from the group for individual therapy.

Following the planning meeting the agreed Learning Outcomes are used to develop the child's Individual Learning Plan. The ILP should reflect the shared outcomes as they apply to the preschool program. The Planning for Children in ED Preschools and Accessing Early Intervention Supports document and the ILP are reviewed and updated as determined at the meetings.

# Working with Disability or Early Intervention Providers in ED Schools





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Education and Training

## Planning for Students Enrolled in ED Schools (P-12) and Accessing Other Disability or Early Intervention Supports/Services (Interim)

This form is to be completed when parent/carer requests an Early Intervention (EI), Disability Service Provider or other non ED service support their child within an ED school (P-12).

<b>Student's Name:</b>	<b>DOB:</b>	<b>Parent/Carer Name(s):</b>
<b>Address:</b>	<b>Phone:</b>	<b>Date of Meeting:</b> <b>Place of Meeting:</b>

**Meeting facilitator:**

<b>Current ED school and any other setting accessed</b>	
<b>School/Preschool:</b>	<b>Other Setting</b>

<b>Early Intervention or Disability Service Provider/s:</b>	
<b>Key worker:</b>	<b>Other:</b>

<b>Current Supports (Family/Community/ EI and Disability Providers):</b>		
<b>Name of agency and contact person:</b>	<b>Support or service provided:</b>	<b>Timeframe:</b>

Learning Outcomes/Long Term Goals*	Action/People responsible	Timeframe

\*The agreed outcomes will be reflected in the students' Individual Learning Plan (ILP).

<b>Involvement of EI or Disability Service Providers in ED School</b>		
Service/ Provider	Focus of school based intervention	Intervention Schedule

<b>Planning meeting participants:</b>		
Name:	Role:	Signature:

**Date of next meeting:**