



Learning Support Framework – Student Case Management

Policy Statement

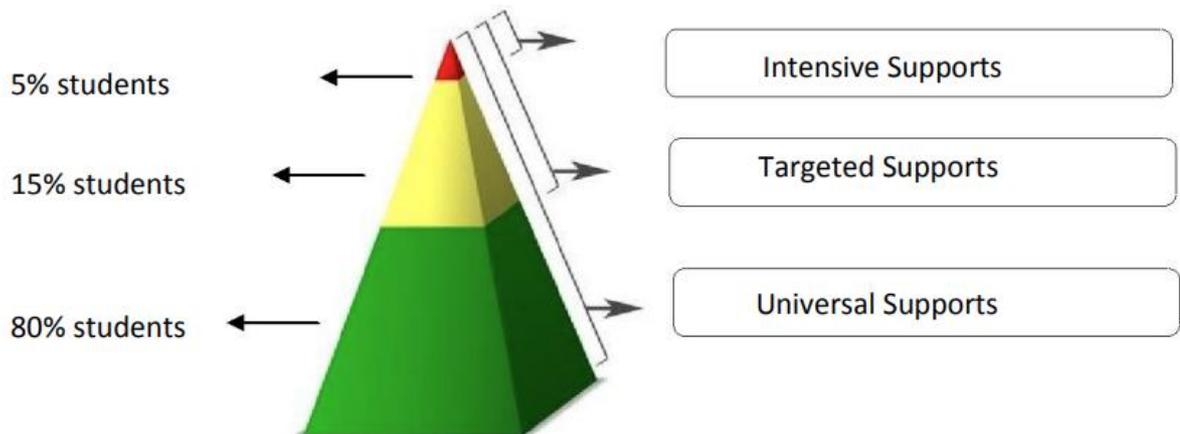
This Local Implementation Document (LID) should be read with the [DoE Wellbeing Framework](#), [Inclusive Education for students with disability](#) and [SCHS Student Journey](#), [SCHS Enrolment LID](#) and [SCHS Attendance LID](#).

The Learning & Support Framework

A learning and support planning cycle structures guidance for school learning and support team staff to identify and plan for key events and times in a [student journey](#) while they are enrolled at Sydney Childrens Hospital School (SCHS), through the lens of tiered support and includes universal design for learning (UDL) and quality teaching practice.

The SCHS Learning Support Framework is multi-tiered system of support that provides comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making. By integrating tiered support, UDL, and quality teaching practices, educators and support teams can create a responsive and inclusive educational environment for students with chronic or acute health support needs. This approach ensures that students receive the necessary support at varying levels, allowing for meaningful and equitable participation in the learning process.

Effective case management involves a combination of skills, strategies, and principles aimed at providing comprehensive and coordinated services to individuals or groups. In the context of a hospital school operating within a NSW Health host environment and being responsible for leading education within models of healthcare, effective case management plays a crucial role in ensuring the wellbeing and educational success of our students.



Tiered Support Model:

- **Universal Tier (Tier 1):** What do we do for all students?
- **Targeted Tier (Tier 2):** What extra do we do for students with additional complexity?
- **Intensive Tier (Tier 3):** What do we do for students with significant complexity?

Tiered Support Model:

Staff roles and responsibilities across the *Learning Support Framework – Student Case Management* process are driven by the question **What are we doing for – Students, Teachers & Whole School?**

- [Teacher](#)
- Executive Team Leaders
- [School Psychologist](#)
- [LST Coordinator](#)
- Student Support Officer

Universal Tier (Tier 1):

Quality Teaching Practices:

- *Implement evidence-based teaching strategies that cater to diverse learning styles.*
- *Foster a positive and inclusive hybrid learning model environment.*
- *Utilise formative assessments to inform instructional decisions.*
- *Establish flexible goals that allow for multiple means of representation, engagement, and expression.*
- *Collaborate with health professionals to align instructional plans with health support requirements.*
- *Monitoring and Evaluation: Regularly assess and evaluate the effectiveness of teaching practices in meeting both educational and health-related goals.*
- *Maintain accurate and comprehensive records of health-related information, accommodations, and educational progress.*
- *Ensure that documentation complies with privacy regulations and is accessible to relevant stakeholders.*

Targeted Tier (Tier 2):

Assessment:

- *Conduct more detailed assessments of the student's learning needs and health support requirements.*
- *Collaborate with relevant professionals to set specific educational goals aligned with the student's health condition.*
- *Develop targeted interventions and accommodations based on assessment outcomes.*
- *Develop student personalised health support plans with teachers, healthcare professionals, and Empower students to advocate for their own learning needs.*
- *Involve students in the goal-setting process and encourage self-monitoring of health-related concerns.*
- *specialists to address the student's unique needs.*

Intensive Tier (Tier 3):

- *Complex case Management and/or Crisis Intervention.*

- *Develop a SCHS Emergency Response Plan and/or safety/crisis intervention plan that addresses acute health support needs during emergencies.*
- *Advocate for additional resources and support services as needed.*
- *Communication: Maintain regular communication among the support team to ensure a coordinated and responsive approach.*

Working with NSW Health

Coordination of Information Exchange:

The NSW Department of Education (SCH School) contributes psychosocial information in Sydney Children's Hospital Multidisciplinary Team Meetings. Under [Chapter 16a in the Children and Young Persons \(Care and Protection\) Act 1998](#), the safety, welfare, and wellbeing of a child or young person take precedence over individual privacy rights. This chapter empowers prescribed bodies to share relevant information collaboratively for the benefit of the child or young person.

During enrollment, information exchange between health and education is explained to parents/caregivers. Consent is not required if the shared information is deemed necessary for SCHS to safely and effectively care for and educate the young person.

The Exchange of [Information Health & Education FACTSHEET](#), outlines that information related to the safety, welfare, or wellbeing of a child or young person may be provided upon request or proactively shared between agencies to make decisions, assessments, plans, provide services, or manage risks to the child or young person.

Sydney Children's Hospital Multidisciplinary Team Meetings - Student Journey:

A Multidisciplinary Team Meeting (MDT) is a collaborative approach to decision-making and problem-solving that involves professionals from various disciplines working together to assess, plan, and provide integrated services for individuals with complex needs. This team-based approach ensures a comprehensive understanding of an individual's situation and facilitates a coordinated response to address diverse aspects of their care.

Hospitals are a valued place of health care, within which education supports normalised and remedial patient care for school aged children. The endorsed authority for all required health care is NSW Health and the endorsed authority (NESA) for all required education is the NSW Department of Education. SCHS executive and LST structure attendance at SCHN MDTs leverage the opportunities that both agencies can provide when working closely together.

SCHS Executive staff attends SCHN MDT meetings to establish shared goals for individuals' care and development across education, leveraging opportunities for collaboration between health and education. SCHS staff represent the NSW Department of Education, upholding policy and providing expert advice on education adjustment.

Working with Education Support Services Within the Hospital:

The Oncology LST : collaborating with educational support services for students receiving treatment through the oncology department at Sydney Childrens Hospital, Randwick. These services work collaboratively through the Oncology Learning Support Team (LST) to identify student educational needs and provide the best coordinated service approach to support students receiving treatment through inpatients and outpatient programs and their siblings.

Sydney Childrens Hospital School leads the education program and planning for all inpatient and outpatient enrolled students.

Coordinated Health & Education Action Support Plans:

Students with health support needs at SCHS require a Coordinated Health and Education Support Plan, an integral part of case management and transition planning. This plan, involving the treating team, relevant agencies, census schools and families ensures a child's connection to education and community during inpatient and outpatient care. It's a multidisciplinary approach fostering interagency cooperation, aiming to establish a shared understanding of the child's health, treatment plan, and an inclusive model of education delivery and planning across inpatient, outpatient health programs and educational settings.

The Executive Team Leader with support of the Student Support Officer and allocated teacher will be responsible for gathering comprehensive information relevant to a student's health and education, covering both background and current aspects across school-wide, individual, home/community contexts. This is fundamental for developing effective Coordinated Health and Education Support Plans and facilitating successful transitions. It ensures a nuanced understanding of the student's needs, fosters collaboration among professionals, engages families and communities, and supports evidence-based decision-making.

Background Information:

- Provides a historical context of the student's health and educational journey, allowing for a holistic understanding of their experiences, challenges, and successes.
- Helps in tailoring support plans based on the student's unique needs, considering their past experiences and challenges.
- Facilitates coordination between health and education professionals by providing a historical context to the student's health condition, previous interventions, and educational adaptations.
- Offers insights into the student's educational history, facilitating smooth transitions and continuity of care between different educational settings.
- Engages parents, caregivers, and relevant community members in the planning process by considering the family's history, cultural context, and previous involvement in the student's care and education.
- Allows for evidence-based decision-making by considering past interventions, successes, and challenges, guiding the development of effective strategies.
- Assists in understanding resource utilisation in the past, guiding the efficient allocation of resources based on proven effective strategies.

Current Information:

- Offers insight into the student's present circumstances, academic progress, health status, and any recent changes, ensuring that interventions are relevant and timely.
- Enables the creation of timely and specific interventions, ensuring that the support plan is dynamic and responsive to the student's current situation.
- Ensures that the coordinated support plan aligns with the student's current health and educational requirements, fostering a seamless and integrated approach.
- Helps in identifying potential challenges or adjustments needed during transitions, ensuring that the student's health and educational needs are effectively communicated and addressed.
- Ensures ongoing collaboration with families and communities, promoting a supportive network for the student's health and education.
- Supports ongoing assessment and adjustment of strategies based on the most recent information, ensuring a responsive and evidence-driven support plan.
- Enables the identification of current resource needs, ensuring that resources are directed where they are most needed for optimal outcomes.

The Coordinated Health & Education template, is a shared online document for collaborative input from various teams; the SCHS Administration team adds a student plan in each student folder on enrolment. Plans are initiated on enrolment, page one is built weekly in *1:1 Teacher and Leader Case Management Meetings* and involve key LST support staff for comprehensive coordination and recommend any adjustments to the student's personalised learning and support plan within the student's model of health care.

This plan is built weekly at the *1:1 Teacher and Leader Case Management Meetings* and with key LST support staff i.e.: Student Support Officer and School Psychologist and when required the principal. [Examples of Coordinated Health & Education Action Support Plans](#)

In situations involving acute students enrolled for less than one week, especially those transitioning to Level 0 secondary classrooms as outpatients from the ED Support Class on Saunders Adolescent Mental Health Unit, it is crucial to highlight that, for continued enrolment as an outpatient, a principal-mandated step requires a significant emphasis on expediting the development and completion of a comprehensive risk assessment and safety plan in collaboration with treating teams. This prerequisite ensures a thorough evaluation of potential risks and safety measures, providing a sturdy foundation for the principal's decision on continued enrollment.

Specifically, in this case, the initiation of the Page One development of the Coordinated Health and Education Support Plan will be led by the Student Support Officer and is to begin during the initial 1:1 Teacher and Executive Team Leader Case Manager Meeting. The urgency is accentuated by the imperative to promptly align the plan with the student's health and educational requirements.

SCHS Learning and Support Team and Case Management Meetings:

A Learning Support Team is a school-wide mechanism addressing students' learning needs through coordinated planning, development, implementation, and evaluation of educational programs. Our team ensures comprehensive support using a three-tiered model—universal, targeted, and intensive—addressing both student and teacher needs. We focus on Positive Behaviour for Learning, emphasising supportive systems, practices, and data-informed decision-making.

Key features include facilitating collaborative planning, student case management, and leading education in health care models. The team aims to:

- Coordinate planning and resourcing for students with disabilities and additional needs, including health and wellbeing.
- Build teacher capacity for quality learning support.
- Oversee school operations, fostering partnerships with census schools, parents, professionals, and the wider health community.
- Serve as a key point for education referrals and ongoing monitoring of outcomes.
- Lead oversight of case management systems and implementation.

The weekly Whole School LST - intensive/caseload team:

Students supported at this tier will have already had significant input from the allocated teacher and appropriate executive team leader during weekly 1:1 Case Management and MDT meetings.

Referral: [SCH Guide for LST Referrals](#)

Team includes:

- **Principal:** *Ensures recommendations by LST are included in school's plan and leads the school Learning & Support Framework Policy and Procedures.*
- **Team facilitator role** (LST Coordinator)

- *Convene regular meetings - intensive/caseload team and Oncology LST*
- *Maintain LST documents and an action support plan approach to agenda and minutes*
- *Coordinate with senior executive the training and development for teacher ad relevant SASS*
- *Identify resource needs.*
- **School Psychologist** *Plays a crucial role in a Learning Support Team (LST) within a school setting. The primary responsibilities of a School Psychologist in an LST include:*
 - *Assessment and Evaluation*
 - *Collaborate with teachers, parents, and other school staff to provide insights into students' psychological and developmental needs.*
 - *Offer guidance on effective strategies for addressing academic, behavioral, and emotional concerns.*
 - *Advise the development of PLSP and other intervention plans for students with diverse learning and behavioral needs.*
 - *Provide recommendations for evidence-based interventions to support student success.*
 - *Crisis Intervention: Collaborate with the LST to develop crisis intervention plans and provide student counseling services when needed.*
- **Student Support Officer:**
 - *work within the school community to enhance the learning and wellbeing outcomes of students, in partnership with the wellbeing team and the School Counselling Service.*
 - *Play a pivotal role in working collaboratively with external agencies and creating referral pathways for students and families to youth and family support agencies.*
 - *Assist in planning and implementing transition support for students returning to census school or alternative setting.*
 - *Work with the LST to create continuity in support plans for acute, complex students during transitions.*
- **Executive Team Leaders**
 - *Identify student needs in weekly 1:1 case management meeting with individual teachers within allocated team.*
 - *Establish student and team priorities.*
 - *Coordinate resources (human and material).*
 - *Leading School Levels of Support: Instructional adaptations to the class program., Support from school specialist resources (LST) & Support from out of school resources (Health Teams)*
 - *Liaise with students, parents, SCH Health teams and relevant sector Learning & Wellbeing Teams*
 - *Collaboratively plan with teachers, health teams and school psychologist and Student Support Officer to develop student personalised support plans.*

- **Teachers:**

- *Each teacher holds primary responsibility for the learning of every student enrolled.*
- *Refer students to the LST **intensive/caseload team** when programs are not meeting students' needs and the teacher has attempted strategies and they require further support and solutions.*
- *Attend LST meetings The Whole School LST - intensive/caseload team when required.*
- *Implement LST recommendations.*
- *Monitor student progress and inform LST.*

Student Journey - Case Management Meetings

WEEKLY 1:1 Teacher and Executive Team Leader Meeting - Universal

1. Objective: Ensure a holistic approach to students' learning, wellbeing, and health needs.
2. Participants: Teachers, Team Leaders, and relevant support staff when required.

Following this weekly student case management framework, teachers and team leaders can collaboratively address the diverse needs of students, ensuring a supportive and proactive approach to their learning, wellbeing, and health throughout their enrolment.

- Inclusivity: Ensure discussions encompass the needs of all students.
- Proactive Planning: Anticipate and plan for potential challenges or transitions.
- Data-Informed Decisions: Utilise data, including academic assessments and behavioral observations, to guide discussions and interventions.
- Collaboration: Foster a collaborative environment, encouraging input from all team members at broader team meetings.
- Holistic Approach: Consider the interconnectedness of academic, social, and health aspects in students' lives.
- Communication: Maintain open and transparent communication channels with parents, caregivers, and relevant stakeholders.

1:1 Teacher and team Leader Meeting to address:

- Updates and Sharing: brief updates on students' progress and achievements, sharing relevant information regarding students' health status, interests, or challenges and identifying any personalised plans that need developing or review.
- Discussion on the ongoing curriculum, teaching strategies, and assessment methods: sharing successful teaching practices, identification of students who may need additional academic support or enrichment, identification of students who may need a [Fill | Referral to Whole School LST](#) and an update on contact and outcome of communication with census school
- Wellbeing Check: review of students' emotional and social wellbeing, identification of any behavioral concerns or changes in behaviour, discussion on strategies to promote a positive and inclusive school environment, identification of students who may need a [Fill | ParentReferral School Counsellor \Psychologist](#)

- Health Needs: overview of students with specific health considerations, updates on any health-related accommodations or interventions and collaboration with healthcare professionals if needed.
- Transition Planning: Weekly adding any new information to page one of the students Coordinated Health & Education Action Support Plan (found in student folder), planning for individualised transition support based on students' needs, coordination with parents, caregivers, census school, health teams and relevant support services.
- Action Items and Follow-up: assigning responsibilities for action items discussed during the meeting, setting timelines for follow-up actions, documentation of key points and decisions. Team leader to flag any areas of concern immediately with senior executive.

In conclusion, the Learning Support Framework - Student Case Management document underscores our unwavering commitment to student success through a comprehensive approach that integrates transition planning and the Learning and Support Cycle. By emphasizing a three-tiered model, Positive Behaviour for Learning, and the synergy of health and education planning, our Learning Support Team is poised to guide students seamlessly through various educational stages. This document serves as a roadmap for effective case management, ensuring that the Learning and Support Cycle is a dynamic process tailored to the evolving needs of each student. With a shared dedication to fostering successful transitions and continuous support, we embark on a collective journey to empower students for a lifetime of learning and achievement.