Appendix 3: Example of the future state of Learning Support that would be tested in the trial site

This is Cody. Cody is 6 years old and has been playing up in class, disrupting his teacher and peers. Cody also struggles to read and write at the same level as other kids in his class.

If at any point a change in lead practitioner occurs, the change will be advised to all key parties and will not affect Cody’s support or progress.

Cody’s plan will stay in place until it is no longer needed. If this involves moving teachers or schools, the support and plan will move with Cody.

Cody will receive specialist learning support to enable the goals of his plan. The lead practitioner will check in with specialist staff, the school and Cody’s parents to monitor Cody’s progress and make adjustments to the plan as necessary.

The lead practitioner makes contact with the school and the parents to discuss Cody’s learning support plan and how that plan will be implemented, as well as provide further advice on things that they can be doing to support Cody in class and at home.

The Learning Support Team summarise in Cody’s learning support plan the goals and resource allocation along with the allocated lead practitioner to be the single point of contact.

If at any point a change in lead practitioner occurs, the change will be advised to all key parties and will not affect Cody’s support or progress.

Cody’s teacher and parents are contacted about setting up a Learning Support Team for Cody, where they will discuss Cody’s situation based on the information collected at triage, and what kind of support might work best to help Cody, his family and his teacher.

The Learning Support Team decide that Cody could benefit from some communication services in conjunction with some behaviour services, as well as giving Cody’s teacher/school and parents some tips on how to help him themselves.

Cody’s teacher has spoken with his parents, other teachers in the school as well as the principal. So far, nothing has helped Cody improve his behaviour.

After discussion, Cody’s parents and teacher think that Cody might benefit from some form of specialist help. The teacher calls the triage line to request learning support for Cody.

After giving the triage access line base information, Cody’s teacher puts together all of the information they have so far – what they have tried, what made a difference and what they have observed the main issues to be. Cody’s parents add in anything they think might be useful. They provide this to the triage access line.

Cody’s teacher and parents are contacted about setting up a Learning Support Team for Cody, where they will discuss Cody’s situation based on the information collected at triage, and what kind of support might work best to help Cody, his family and his teacher.

The Learning Support Team decide that Cody could benefit from some communication services in conjunction with some behaviour services, as well as giving Cody’s teacher/school and parents some tips on how to help him themselves.

The lead practitioner makes contact with the school and the parents to discuss Cody’s learning support plan and how that plan will be implemented, as well as provide further advice on things that they can be doing to support Cody in class and at home.