

Learning Support Centres Procedures



GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH
RESEARCH AND INNOVATION
NATIONAL SCHOOL SUPPORT SERVICES

Learning Support Centre Procedures

1. Rationale

The Learning Support Centres (LSCs) provide learners who exhibit severe behavioural difficulties with an alternative educational provision. Learners receive a balanced curriculum at the LSCs alongside with:

- assisting them on their personal development to help them achieve full and responsible citizenship.
- encouraging them to fulfil vocational or other educational aspirations.
- supporting them to return to school or to undertake further education and training in the workplace; and
- a whole centre approach programme on emotional literacy, self-esteem, anger management, and social skills training depending on the individual needs of the learner.

The learners receive support to work on their challenging behaviour through an individualised *care plan* that is levelled and recorded according to their individual needs. LSCs also provide an outreach service to support learners in their reintegration¹.

The range of behaviours that are normally displayed at the mainstream schools before learners are referred to the centre consists of:

- Repeated verbal aggression towards others and physical aggression towards property, self, and others.
- Learners involved in continuous substance misuse issues and criminal activity.
- Mental health challenges.

¹ Refer to section 5

2. The Referral procedure SOPs

- School to contact Director and Assistant Director NSSS when all resources at college level have been exhausted and learner needs a personalised, specialised setting due to the exhibition of behaviour described in this document.
- School to forward dated incident reports together with dated support interventions by professionals to support learner's needs.
- EO (Inclusion) will conduct a school visit and meet SLT to discuss support/strategies being given to the learner and a possible way forward.
- EO (Inclusion) will recommend that a case-conference for admission into a LSC is set up by school once all strategies have been satisfactorily implemented.
- NSSS shall decide where learner will attend with regards to LSC placement.
- A *Student profile* will be forwarded by NSSS to mainstream school to be compiled. This is then to be forwarded to LSC coordinator in good time before the case-conference.

3. The Case conference, the Key worker and case reviews SOPs

- School shall set up a case conference and invite parent/s/guardian/s and all professionals working with the learner, including EO (Inclusion) and LSC coordinator as assigned by NSSS.
- Learner's strengths and needs are discussed. All professionals working with the learners will give their input to describe their work with the learners.
- During the case conference meeting, a key worker at college level, who has worked with the student is identified.
- During the case conference it will be decided whether the learner will attend LSC on a full-time or part-time basis.
- Support from the College psychosocial team will be discussed and a plan of support by various professionals will be drawn up. This support needs to be frequent.
- The key worker will keep a record of the actions to be taken as agreed during the case conference and who will implement them.
- During the case conference a date is set for an orientation visit. The key worker will accompany the student and parents/legal guardians to the centre.
- Within a week from the student's first day at the centre, the key worker will visit the centre to discuss transition and settling in with both student and staff respectively.
- The key worker will be responsible for calling a case review in agreement with LSC coordinator and Head of School once every term and in the meantime make sure that the actions decided during the case conference/case reviews are being followed.
- The key worker will keep regular contact with updates with the EO Inclusion.
- If during a case review, it is decided by professionals that there should be reintegration back into mainstream school, the key worker will follow up the reintegration plan formulated by all present during the case conference.
- Following reintegration, monitoring of progress of student is done by the key worker.

4. The student profile and care plan

The *Student profile*² is to be filled by mainstream school and professionals referring the learner under the guidance of the key worker once placement at a LSC is confirmed following referral process.

A *Care plan*³ is to be filled by LSC team together with NSSS youth workers and key worker after the first month of learner's attendance at LSC. This care plan will be disseminated with mainstream schools thus facilitating collaboration between LSC and School.

5. Reintegration

Reintegration is generally understood as a multidimensional process enabling the learners to be active citizens in society. This may take various forms including reintegration back to school, transition to post-secondary, employment, training or being able to contribute positively to society. The learners' holistic development and well-being is at the centre of the reintegration process.

All forms of reintegration will be supported by the professionals working with the learners. The reintegration process is very gradual and will be tailored according to the individual strengths and needs of the learner.

In some cases, Learners will continue to be followed and supported as necessary during transition to post-schooling.

² Template in appendix.

³ Template in appendix.

6. Learners attending LSC on part-time.

If it is decided that a learner will be attending on part-time basis, all procedures shall be followed, and the below points to be considered:

- Transport shall be booked and tailored according to the learner's timetable by the school/centre the student is mostly attending to.
- A suitable timetable shall be modified to meet the needs of the learner in the mainstream school.
- Communication between the two settings (mainstream and LSC) should be ongoing to ensure continuation of the curriculum and support. This entails exchange of resources, scheme of works and any other relevant information.
- In case of statemented one to one learner, LSE from mainstream shall accompany learner at centre.
- During the case conference the care plan will determine the level of support LSC will be giving the learner when attending mainstream.
- Key worker shall follow learner during this process.

DISCLAIMER

This has been launched during Scholastic Year 2023/2024 and will be continued to be reviewed accordingly.

Feedback can be sent on nationalschoolsupportservices.meyr@gov.mt

Appendix I

Student General Information

Name of student: _____

School last attended: _____

Educational Pathway: _____

College: _____

Date of birth: _____

Diagnosis/condition if indicated: _____

Statementing Number: _____

Level of Support as indicated by

Statementing Moderating Panel: _____

Reason/s for referral for Learning Support Centre: _____

Name of legal guardian: _____

Any medical and or social support to parents: _____

Address: _____

Contact number of parents / guardian: _____

Does the student take any medication? Yes No

Name of medication: _____

Other medical conditions (which might need emergency intervention, such as asthma, diabetes, seizures, allergies)

Yes No Condition: _____

Professionals working with the students: Please tick where appropriate;

<u>Centre/ College Based Professionals</u>	
Guidance Teacher	<input type="checkbox"/>
College Counsellor/Counsellor	<input type="checkbox"/>
HOD Prefect of Discipline	<input type="checkbox"/>
College Career Advisor	<input type="checkbox"/>
Social Worker	<input type="checkbox"/>
Youth Worker	<input type="checkbox"/>

HOD Inclusion

Centralised Services:

School Psychological Services (SPS)

Child Safety Services (CSS)

Anti-Bullying Services

Anti-Substance Abuse Services

Psychiatrist

Probation Officer

Legal Aid

Transition Coordinator

Others

Other professionals: Please indicate,

NGO Support: Please indicate name of NGO

Student's Strengths/Accomplishments:

Future aspirations –

Student: _____

Parents/Guardian: _____

Student's characteristics -

Likes:- _____

Dislikes:- _____

Phobias:- _____

Hobbies:- _____

Emergency procedure needed if any :

1.

Documentation

Number of documents attached to the report: _____

Kindly list the documentation :

1. _____

2. _____

PROFILING FORM FOR LEARNING SUPPORT CENTRES –

This Document is a student-centred profiling tool. It evaluates the various abilities of students according to the different categories listed hereunder. The key indicators which will be utilized in the evaluation/assessment of the student's needs include mainly **observable** abilities/competencies of the student.

The Document will evaluate the level of support needs of each student across six (6) broad educational domains which will help establish the level of support which will be required by each student to participate actively in the Learning Support Centre programme.

The Document can be used in the case of students who need different levels of adjustment to their education programme in one or more of the five educational domains listed below. Another advantage of utilizing this document is that it will facilitate auditing of the established objectives of the individual learning plans/ **Care Plans** of students and to take any corrective measures which might be considered necessary during the academic year.

The seven **Domains** included in the PFSS are:-

- Curriculum, Communication, Personal Care/Health, Dietary Requirements, Behavior, Social & Work Exposure

Each domain will be further sub-divided into a number of *units*, which will help in focusing the management of this process on the student, in a holistic manner. In those areas where it is indicated that the student may be profiled according to different levels this will be done by utilizing four different level descriptors. This will enable the level of support which a student might need to be fine-tuned to enable the maximization of the potential which each student possesses. In those areas where the use of the four levels of support is not indicated a Yes and No classification will be utilized. The levels of support include the whole spectrum of support which a Student might need. They are divided into four different levels:-

- **Full, Moderate, Minimal, No support needed.**

Curriculum

This section will consider three main subjects – English, Maltese and Mathematics and the level of support which the child is benefiting from at Form 5. Depending on the level of support which is provided by the Teacher / LSA to the student being profiled, the appropriate column will be marked.

Levels of support

<u>English Language</u> (tick according to the level of support needed)	Full	Moderate	Minimal	No support needed.
Listening				
Expression				
Reading				
Writing				

<u>Maltese Language</u> <i><u>(tick according to the level of support needed)</u></i>	Full	Moderate	Minimal	No support needed.
Listening				
Expression				
Writing				
Reading				

<u>Mathematics</u> <i><u>(tick according to the level of support needed)</u></i>	Full	Moderate	Minimal	No support needed.
Recognition of numbers and number value				
Write Numbers				
Addition				

Subtraction				
Division				
Multiplication				
Comprehension of value of units of measurement (eg. metres, kilograms)				
Percentages				
Fractions				
Money				
Time comprehension				
Calendar comprehension				
Shapes				
Other				

Further comments:

Digital Skills:

BEHAVIOUR

This section will focus on the actions and reactions of the student in the school environment and how such behaviour will affect the achievement of the child in terms of the curriculum as well as his/her interaction with the other students and members of school staff.

<u>Behaviour</u> <u>(tick according to the level of support needed)</u>	Full	Moderate	Minimal	No support needed.
Support for in class behaviour				
Support during school outings				
Support for conflict management				
Requires structured class environment				
Support needed during interaction with others				
Support during breaks				
Anti-social behaviour				
Attention				
Sitting Tolerance				
			Yes	No
Does student need time out				
Is she / he aggressive to self?				

Is she / he aggressive to others?		
Does student need support on transport		

	Yes	No
Intervention by staff members to demonstrate appropriate behaviour		
Is the student impulsive? (reacting/acting out unpredictably?)		

Further comments:

<u>Social Skills</u> <u>(tick according to the level of support needed)</u>	Full	Moderate	Minimal	No support needed.
Support required for appropriate classroom behaviours				
Needs verbal prompting				
Forming and maintaining friendships/relationships				
Support in unfamiliar situations				
Support needed for appropriate responses in different social situations.				

SAFETY

(tick according to the level of support needed)

	Full	Moderate	Minimal	No support needed
Risk of injuring self				
Risk of injuring others				
Support to understand boundaries				

	Yes	No
Can be left unsupervised		
Road safety awareness		
Visual Assistance		

Further comments:

COMMUNICATION

This domain considers how the student communicates with others. What is the level of support that the student needs to be understood by others and to understand others?

<u>Communication</u> <u>(tick according to the level of support needed)</u>	Full	Moderate	Minimal	No support needed.
Understanding verbal commands				
Expressive language				
Verbal language				

Social Use of Language				
Support from Speech Pathologist				
Understanding complex sentences				

Access to Communication Aids

	Yes	No
Expresses own self-needs		
Use of mobile phone		
Use of fixed line phones		

Further comments

Others

	<u>Yes</u>	<u>No</u>
Effect of environmental factors (eg. Loud noise)		
Is subject to particular phobias		

PERSONAL CARE/HEALTH

This domain focuses on the personal care management of the student whilst at school. It involves aspects related to the hygiene of the student. There is also reference to any medications which the student might need to take.

	Full	Moderate	Minimal	No support needed
Level of support needed to orient oneself				

	Yes	No

Assistance to un/dress independently		
Needs assistance to carry objects		
Can go up/down stairs		
Needs support to take prescription medicine if any		
Assisted support for health care procedures		
Does student need daily monitoring for his/her condition?		
Need for specialized health equipment?		
Is student subject to fits?		
Support for balance achievement/co-ordination issues		
Needs support for manipulation of objects		
Knowledge of home address in case of emergency		
Student's knowledge of next-of-kin telephone/mobile numbers in case of emergency		

Further comments:

<u>DIETARY REQUIRMENTS</u>	YES	NO
Allergic to particular foods – if yes, please indicate _____		
Intolerant of particular foods – if yes, please indicate _____		
Specialized diet		

Further comments:

WORK EXPOSURE

Did the student participate in Work Exposure Schemes:

YES NO

Was the student supported by his/her teacher or LSE

YES NO

Did the student access place of Work Exposure on his/her own?

YES NO

Kindly indicate the job/s which the student experienced:

Further comments:

Appendix II

Individual Care Plan

Student Name _____

ID No: _____

Date of birth: _____

Names of Legal guardian/s _____

Contact numbers: _____

Educational Targets – set by the Learning Centre in line with IEP and Employment prospects.

Employment and training skills

Which work are you interested in?

What is important in your life and what would you like from work right now?

Exploring the occupations that interest you – what are the personal requirements, what skills and training do I need.

Taking Action: training pathways, having an active e-ID etc

Getting support: register with Jobsplus

Extra-curricular activities

Social issues: (any agencies involved such as FSWS and related services; drug dependency issues, housing issues)

Wellbeing: (Emotional / Mental Health & Physical)

Keyworker: _____ **Date:** _____

Review Date: _____ **Review Date:** _____