



Guideline/Procedure

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Student Referral – Tier 2 (DLT)

Purpose

This procedure governs what is commonly known as “referring a student on” to, for example, a Leader of Learning, a Leader of Wellbeing, AP/DP or to another staff member. This document outlines the College procedures for when a class teacher or duty supervisor needs to refer a student’s behaviour, progress or well-being for Targeted (Tier 2) level support.

This procedure aims to:

- standardise the threshold and procedures for referral across the College (including adequate parent contact both prior to, during and following from the referral);
- ensure that each case is allocated appropriately to either the Learning, Wellbeing or Social-Emotional Tier 2 support people/teams;
- ensure that knowledge of student issues (behavioural, social-emotional, disability or curricular) is shared by the collaborative Diverse Learners Team (DLT);
- ensure that cases are reviewed/monitored appropriately and that relevant staff are aware of or updated appropriately;
- ensure that teaching staff and support officers associated with the pastoral care and facilitation of learning for the student are sufficiently informed of the needs of the student and progress

Application

This procedure is to be followed by class teachers or duty supervisors when either:

- they have exhausted the Universal avenues for management and resolution has not been achieved; or,
- it is clear that a student’s needs may of themselves require Targeted (Tier 2) or higher-level support.

Procedure

The Diverse Learners Management Team (DLT) acts as a *one-stop-shop*, so to speak, for class teachers or duty supervisors who require to refer to targeted-level support (Tier 2) a concern about a student’s behaviour, progress or wellbeing. Referrals are made using an Engage *Request For Support* (RFS) online form. Each week, the DLT assesses new referrals and then allocates the to the appropriate targeted-level support person/team. Also each week, the DLT, inconjunction with year level middle leaders, monitors and reviews current cases in order to make adjustments to support as required.

The Process:

The class teacher or duty supervisor may only refer a student for targeted-level support **after** he/she has exhausted most of the universal-level supports available to him/her and the issue remains unresolved or insufficiently resolved. Dialogue with parents/carers about the student’s behaviour, progress or well-being **must** have been part of exhausting universal-level supports – a referral cannot be made without dialogue with

parents/carers prior to the referral (except where the issue of itself requires targeted or intensive level support). With that in mind, the following is the procedure for referring a student for targeted-level support:

- 1) Make contact with the student's parent/carer to inform them that your continued concern for their child's behaviour, progress or well-being now requires more targeted support and as such you will be referring the matter to the respective person (i.e. Leader of Learning, Leader of Wellbeing, Counsellor, Diverse Learning Leader, etc.). You may need to discuss with them what the referral may mean and that it is primarily about supporting their child in the area in question (behavioural, curriculum, wellbeing).
- 2) Complete an Engage *Request for Support* (RFS) online form, detailing:
 - The concerns
 - What is helping (i.e. from the range of universal strategies, or those suggested by a PLP or by specialists)
 - What hasn't worked well (i.e. from the range of universal strategies, or even those suggested by PLP or others, like mentors or specialists)
- 3) The DLT will assess the referral to determine if it meets the threshold for referral and to assign the most appropriate support person to be case manager.
- 4) The case manager will then make contact with parents/carers at some stage to discuss the targeted support that will be provided. Contact will also be made from time to time to update the parents/carers on the support being provided.

The DLT will review the student's case over time with a view to adjusting the support provided (as required) and to closing the case at a suitable time (i.e. the student is no longer requiring targeted-level support).

See flowchart overpage for visual explanation of the procedure.

Enquiries

Enquiries about this procedure must be made with the *Assistant Principal – Wellbeing*.

See Also (Related Policies and Guidelines)

Good Counsel College's *Positive Relationships for Learning* (effective 2018).

