SENCo/LSC Guidelines - Request for Support (R4S)

Information for Schools

RTLB allocation meetings for new Requests for Support (R4S) are held three weekly on a Friday (usually weeks 3, 6, 9). 2020 Term 1 dates for allocation are 21 Feb, 13 March and 3 April.

Liaison RTLB will arrange a regular three weekly meeting with SENCos or Learning Support Coordinators the week before allocation (weeks 2, 5 and 8) to support with completing the R4S and discuss any matters that arise.

Before initiating an R4S

1. Discuss with the teaching team and relevant management the purpose of the proposed R4S and identify the area of need. Check that any previously suggested strategies have been implemented and that identified supports are in place.
2. Discuss the proposed R4S with your liaison RTLB.
3. Make contact with whānau and discuss with them that the school is considering putting in an R4S to the RTLB service and ascertain that they are happy for this to be considered. The whānau/family information sheet can be given to further explain the RTLB service.
4. Ensure all members of the teaching team understand the process of working with the RTLB service and are supportive of the application. Provide teachers with a copy of the pamphlet, 'RTLB Service - A Handout for Teachers'.

Completing an R4S

Schools need to have the R4S completed on Schoolgate by Tuesday at 5.00pm of allocation week.

All boxes with a red asterisk need to be completed.

To ensure that all relevant information is included within the R4S, it is important that the classroom teacher is involved in completing the documentation. Experience has shown us that this works best when the teacher and SENCo/LSC are completing the R4S together.

Include the names and contact details of key people from other outside agencies who are/have been involved, and the dates that they were involved.

Both teacher and parent/caregiver need to read through the completed R4S before signing.

Upload the signed parent/caregiver and teacher consent form and attach to the R4S.

New R4S are checked and submitted by the liaison RTLB by 5 pm on Wednesday prior to the allocation meeting.

Learning R4S

- Date and include recent relevant academic data (from within the past 2 months). The data will be specific to the R4S focus (e.g. RR, e-asTTle, writing sample, PAT listening, GLOSS/JAM etc). This needs to be summarised in the relevant boxes on Schoolgate (online database used for R4S) and copies of assessments uploaded in the documents section.

- Outline strategies implemented in the classroom, relevant to the current class teacher, to support learning. If a student has had a previous RTLB plan, ensure that the strategies suggested in this have been shared and implemented by the existing teaching team.

- The focus needs to be clear but not specific to a programme e.g. support to make progress in reading, rather than naming a programme such as Reading Rockets, Early Words, Agility with Sound etc.

- If an R4S is requesting a specific programme for a teacher or school, this is a professional development request and needs to be logged under the 'Individual School' tag on Schoolgate.

- R4S for projects that do not require an RTLB need to be discussed with the Cluster Manager who will enter the project on Schoolgate (if approved).

Behaviour R4S

- Include relevant pastoral notes that detail behaviour incidents. Keep language professional and avoid including names of other students and other confidential information.

- If available, along with school record information, include observational data. State observable behaviours. Provide details about the frequency, intensity and duration of the concerning behaviours.

- Outline strategies implemented within the school, relevant to the current class teacher, to support positive behaviour. If a student has had a previous RTLB plan, ensure the strategies suggested in this are shared and have been implemented by the existing teaching team. Document the timeframe that strategies have been in place and the effect that they have been having.

- Include relevant learning levels in the context box on Schoolgate.

- Ensure that a clear focus and priority for the R4S has been identified e.g. strategies to support the student to calm down, strategies to support a student to approach a group and join in, strategies to support student to stay within the learning environment.