THE LAKES SOUTH MORANG P – 9 SCHOOL
LANGUAGE SUPPORT POLICY

Rationale:
• The Lakes South Morang P – 9 School aims to cater for all students requiring further support in improving their oral language development.

Guidelines:
• Teachers will provide a sequential oral language program for the students who require further support to develop skills and behaviours
• Teachers will moderate in teams, with Curriculum leaders, integration aides and visiting specialist staff for support in the development of a purposeful oral language program
• The ongoing development of the language support program will be addressed during regular planning sessions
• The lines of communication between all involved staff will be open, clear and consistent

Implementation
• Teachers will be required to gain knowledge about individual students through assessment of oral language in the areas of:
  o Syntax – sentence structure, both simple and complex
  o Morphology – word structure, adding ed, es, past tense etc
  o Semantics – meaning and vocabulary use
  o Pragmatics – social use of language in groups, eye contact, body language, tone
  o Phonology – speech patterns and pronunciation
  o Prosody – stress of words and intonation
  o Fluency – speaking clearly
• Teachers will use the acquired information to support the groupings of students during oral language activities within English classes
• Teachers will develop and provide a sequential oral language learning program and will inform any support / integration staff to focus on specific strategies during a session
• Support / integration staff will be allocated specific oral language activities and resources to support the student’s individual needs
• The location and length of the oral language session will have been determined by the teacher and the support / integration aide prior to the session beginning
• Individual students requiring specific support may be withdrawn from the learning group for explicit teaching after negotiation with the teacher, aide and or speech pathologist
• The Curriculum leader and /or the Teaching and Learning Leading Teacher will oversee the management and development of the program across the school
• The Curriculum leader and /or the Teaching and Learning Leading Teacher will provide curriculum development for staff requiring professional development
• The use of The Lakes Oral Language Guidelines, the OZ Child (oral language assessment and support strategies) materials will be provided as ongoing points of reference for staff and specialists
• Parents will be contacted if specific home support strategies can assist progress and development
• An Individual Learning Improvement Plan will be created for any student requiring intensive oral language support, as suggested by a relevant SSSO or Senior Leading Teacher
Evaluation

- Support / Integration aides will provide regular feedback to teachers
- Teachers will continue to monitor and track student progress and will reassess program directions where required
- The Curriculum leader and/or the Teaching and Learning Leading Teacher will monitor student progress within cohorts throughout the year
- A review of the guidelines and program will be conducted at the end of each year by the Curriculum Executive committee

This policy has been approved by School Council 17/06/2014