

**LIFE  
WITHOUT  
BARRIERS**

# **Nurturing successful school meetings**



Use this table to talk with carer and child before the meeting to identify areas where support is happening or needs to happen or needs to change a little.

Area of school life	Common examples (will be other examples)	Any barriers/ blockers (something that makes it harder for the child to take part)	Adjustments	Being used Yes/No	Notes
Places and spaces at school	Transitions, Lunch, Play-ground, Toilets				
Social emotional	Group work, Social skills and times				
Learning	Strengths and interests, Skills, Mental fatigue, Attention				
Communicating	Student to student Teacher to student Behaviour = communication				
School events	Sport, Assembly, Excursions, camps				

## Child's voice in Education Plans

### 1. **Before** the meeting talk with the child/ young person:

- Do they know what an education plan is and what it can do?
- Do they want to come to the meeting?
- Do they want to give you/teacher/worker ideas for the meeting instead?
- Do they know everyone in the meeting and how they can be supported by them?
- Use a template to create their profile to share (see next page and LWB Education Transition booklet)
- What is working well? What do you like at school?
- What's not going so well? Any ideas on how to fix it?
- If there is an issue try and name it as specifically as possible with the young person – “We notice you have trouble getting up by 7am so you can get ready and be on time for school on Friday mornings.” What's up with that? Any ideas on how we can fix that? (See Ross Greene handout).

**2. Strengths:** The plan should include building on strengths. If the child is coming to the meeting make sure there is an intentional naming of strengths e.g. bring strength cards and ask everyone to pick one and name a strength the child has at the start of the meeting.

**3. Prepare:** Have some ideas ready for what you and the child think is important right now (write them down).

**Link:** Planning for personalised learning and support: A national resource ([nccd.edu.au](http://nccd.edu.au)).




# Sample Student Profile

**Name:** Young Person

**Age:** 15

**Education level:** 10

<p><b>Social and emotional</b></p>		<p><b>Education and learning</b></p>
<p><b>My strengths:</b></p> <p>Making friends, supporting my friends, knowing when I need support myself.</p> <p><b>I enjoyed:</b></p> <p>Going to equine therapy.</p>		<p><b>My strengths:</b></p> <p>English, spelling, art.</p> <p><b>I enjoy:</b></p> <p>being creative.</p>
<p><b>What I find challenging:</b></p> <p>Anger.</p> <p><b>Signs that I am overwhelmed:</b></p> <p>White withdraw and not talk, I may cry.</p>	<p><b>When I am escalated or withdrawn, it looks like:</b></p> <p>No eye contact, fidgeting, leaving the room.</p> <p><b>How are you can help me:</b></p> <p>Don't make it obvious to others, give me reassurance, let me go for a drink of water.</p>	<p><b>What I find challenging:</b></p> <p>Maths.</p> <p><b>Signs that I am overwhelmed:</b></p> <p>I will draw in my sketchpad.</p>
<p><b>My goals, dreams, and aspirations: (what do I want to achieve, be, think or feel?)</b> I want to be a children's book illustrator, I want to feel safe to be creative and enjoy school.</p>		




# Sample Student Profile

**Name:** Young Child

**Age:** 7

**Education level:** 2

<p><b>Strengths:</b></p> <p>Loves to read, be social and kind, curious, cultural identity.</p>		<p><b>What doesn't work:</b></p> <p>Being rushed, yelling.</p> <p><b>I enjoy:</b></p> <p>Being creative.</p>
<p><b>What works for me:</b></p> <p>Schedules and routines, Recognition of effort.</p>	<p><b>When I'm starting to feel upset or worried it can look like this:</b></p> <p>Crying, hiding under the desk, running away.</p> <p><b>How can you help me?</b></p> <p>Sit on the beanbag with headphones and music, giving me a choice of tasks I can do well, let me go for a drink of water.</p>	<p><b>What I am working on:</b></p> <p>Active listening, handwriting formation, taking turns in conversation.</p>
<p><b>I love:</b> my family, my puppy and swimming.</p>		

## Preparing for meetings

### 1. Think about

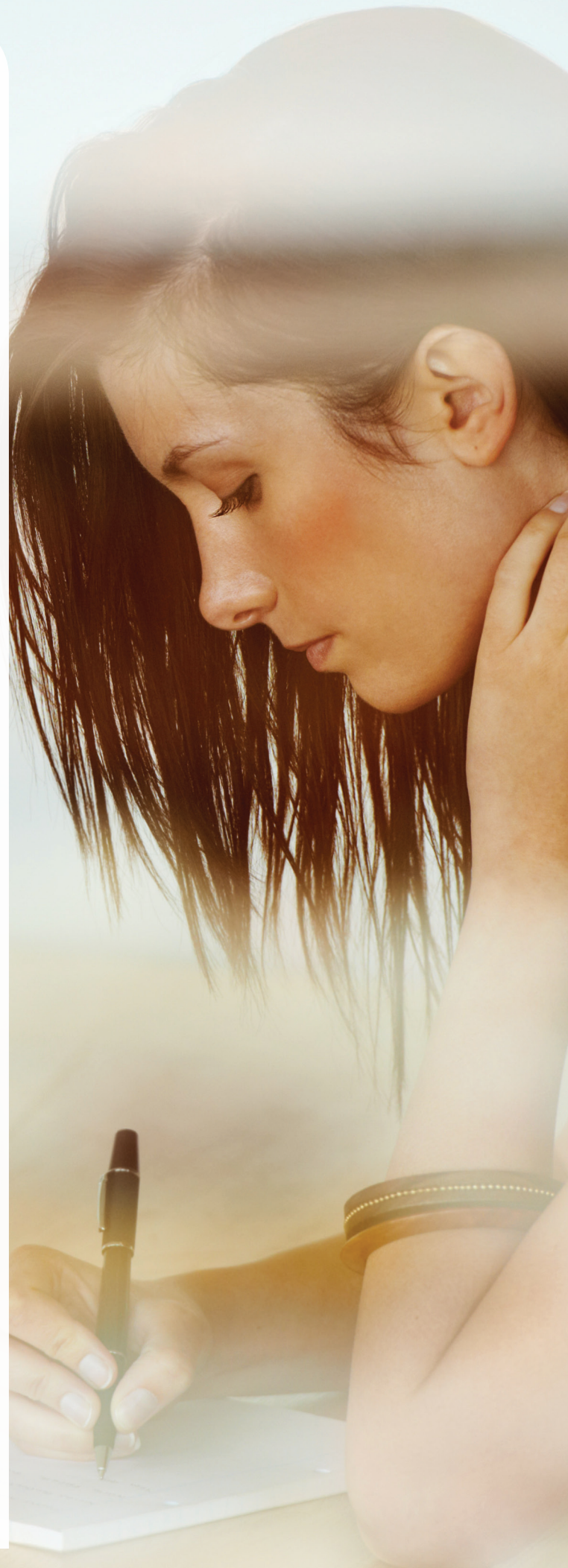
- Questions to ask (writing these down can remind you to discuss them at the meeting)
- What you will say to contribute to each stage of the discussion
- What action or outcome you would like from the meeting
- What action or outcome others might like from the meeting.

**2. Clarify the goal** you want the meeting to achieve and the best outcome for the student (e.g. 'Andy wants to participate more in class'), rather than a set strategy ('Andy must have a teaching assistant').

**3. Collect information** that may be useful in the discussion, including:

- Relevant records, such as copies of emails and previous communications
- Examples of educational plans, adjustments and actions that have been useful previously (even strategies that didn't work in the past can be useful in planning for the future)
- Professional information such as specialists' reports, letters or plans with recommendations
- Other information to help the group's understanding, such as photos of equipment that could assist the student.

**Reference:** Being prepared - Nationally Consistent Collection of Data ([nccd.edu.au](http://nccd.edu.au))





## Preparing for meetings

These tips for reaching an agreement in a meeting could be good to talk through with the carer and share with the group before the meeting, setting the expectation for how people will try and be in the meeting.

Ref: Was the meeting successful? - Nationally Consistent Collection of Data (nccd.edu.au)

### Look

Look for solutions, not someone to blame.

### Listen

Listen to understand the problem, not to judge the speaker.

### Aim

Aim to improve the situation, not to control it.

### Think about

Think about different ways to meet the student's needs.

### Focus

Focus on the idea, not who suggested it.

### Use

Use debate and discussion, not argument and criticism.

### Consider

Consider what's best for the student, not whether your idea is chosen.

### Prepare

Prepare to compromise, not look for the perfect solution.

### Accept

Accept that several meetings may be needed before agreement is reached.

## After the meeting

1. After the meeting it is good to work through this checklist with the carer and/or young person to see how they felt the meeting went and how confident they are in the plan moving forward.
2. If there are concerns you might be able to work through some of them.
3. This is also important feedback for the school and may indicate further meetings are needed if these things were not achieved.



My voice and ideas were listened to.



I understand what is going to be worked on and agree this is important.



I believe the strategies will work.



I know how we are going to keep checking that things are working.



I know we will get together and change the plan if it is not working.



I know who in the school is responsible for each of the actions.



I have been able to ask questions and make suggestions.