



Learning Support Policy

September 2017

Mission, Purpose and Aims

Preparing the young people of today for the unknown occupations of tomorrow

Park Lane International School's mission statement echoes the importance of *inspiring and challenging* young minds so as to *achieve excellence, assume responsibility* and pursue *life-long learning*. This is the foundation for our Learning Support Policy. With the increase of inclusive practices and a growing awareness of the rights of students and parents, perceptions of learning support are changing in the wider community and in education in particular. In line with current practice, learning support most often occurs in an inclusive manner.

The learning support policy aspires to fulfill each aspect of the mission statement as follows:

Inspiring and challenging young minds

The learning support policy ensures that our learning community is inspiring and challenging young minds through supporting each individual student to reach their full potential.

As a caring and committed international community

The learning support policy validates the equal status of all learners and the context and cultures from which they have come. It endorses an awareness of the diversity of learning styles and educational needs of all our students within our international community. Our referral process ensures a collaborative approach where there is a sense of responsibility being shared by all who are part of a student's education. At Park Lane we strive to ensure that the classroom/subject teachers are collaboratively supported by specialists and the support services team, to ensure that students receive what is required to be successful in their learning environment.

Achieve excellence

The learning support policy recognises the need for differentiated learning in order for students to reach their full potential. The policy also ensures that students receive what is required to be successful in their learning environment.

Assume responsibility

The learning support handbook supports the shared responsibility of teachers, students and parents for all students' learning.

Pursue life-long learning

The learning support policy is pivotal in ensuring the success of students with learning needs along their educational pathway. The transdisciplinary skills of thinking, communication, social, self- management and research are essential to the growth of all children. The learning support policies' aim is to ensure the development and reinforcement of these skills to provide a solid foundation for learning.

We believe it is the responsibility of all those who interact with students to provide a supportive emotional, social and academic environment, focusing on the unique talents, abilities and needs of the whole child.

All elements of the learning support policy aim to increase independent access to the curriculum. We believe effective learning support utilises a collaborative approach, supporting students, teachers and parents in developing an environment that results in optimum learning. It is the responsibility of all teachers to ensure that support is relevant, contextual and consistent with the school curriculum, occurring inclusively wherever possible.

In order to support learning for all students at PLI we have adopted the term 'Learning Support' to cater for the wide spectrum of need and support along a continuum, including the Higher Learning Potential.

The objectives of the School's Learning Support Policy

- Early identification: to identify any pupils who require learning support as early as possible.
- To use the school's assessment procedures for regular monitoring and appraisal of pupils' performance to identify pupils who are actually or potentially underperforming.
- To ensure that pupils who need extra support have a co-ordinated approach that extends across all subjects and which receives appropriate support from all staff.
- To ensure that pupils who need support have access to improved learning opportunities in order to allow children to maximise their potential.

The Responsibility of Teachers

Teachers at PLIS work in collaboration with Learning Support to differentiate the learning for students in their class, including those who may have learning support needs. In order to assist in appropriate differentiation strategies the teacher requires the knowledge and support of the Learning Support staff to develop an understanding of:

- The factors that affect student learning and how best to respond to them.
- How to differentiate and match teaching approaches to student needs.
- The use of technology to assist in alleviating and removing barriers to learning.
- The use of specific assessment in planning for students with learning needs.
- If still concerned teacher then identifies these students to the LSC by filling in an Initial Concerns form. LSC will then decide on appropriate measures.
- Students with learning difficulties are integrated into regular class at all times. Withdrawal from a subject/from some classes may be deemed appropriate by the Learning Support Teacher and only when it is of benefit to the student.

- Teachers, within the confines of the curriculum, adopt a flexible teaching style in order to accommodate different learning styles as indicated by LSC
- Teachers foster students' positive self-esteem by giving genuine praise whenever possible and promoting activities which yield success.
- If child is put on an Individual Education Plan (IEP), teacher to attend termly review meeting with the LSC and child's parents.
- At all stages, pupils are involved in decisions regarding their learning and any targets which are set.

The Role of Learning Support Staff

The Learning Support teacher is pivotal in ensuring the success of students with learning needs along their educational pathway. This role may change as a student progresses through the school and increases their independence in learning. However, communication to relevant class/subject teachers regarding a student's needs and background is an essential component of the Learning Support Teacher's role.

- Collaborative planning between the Learning Support teacher and the class/subject teachers is essential. This includes designing and differentiating units of work, co-teaching, introducing specific learning skills and/or strategies, facilitating and organising cooperative group learning.
- Where necessary Learning Support Staff will pull out students individually or in small groups, to strengthen specific areas of weakness, ensuring acquisition of skills required to function at grade level.
- All elements of support aim to increase independent access to the
- The transdisciplinary skills of thinking, communication, social, self-management and research are essential to the growth of all children. Learning Support teachers assist with the development and reinforcement of these skills to provide a solid foundation for learning.

Responsibilities

Learning Support staff liaises closely with staff in each school section and are supervised by the Head of Primary. Learning Support teachers assume the 'advocate' role once a student has progressed through the Referral Process to the formal IEP stage. Learning Support teachers are responsible for assisting classroom/subject teachers to collaboratively develop an In Class Support Form for a student exhibiting learning difficulties.

- Learning Support teachers are responsible for the creation of student files and of managing and sensitively informing those working with a student of confidential student data such as: Case History forms; in class support forms; formal IEPs; formal external assessments etc. Learning Support teachers supported by the HOP must ensure that students (dependant on age), parents and teachers are involved in the development of support programmes.
- Learning Support teachers must meet regularly with HOP and Curriculum Coordinators to ensure information related to student numbers as well as teaching and learning environments is shared
- To support teaching staff in identifying children with special educational needs (SEN).
- To conduct classroom observations of pupils identified as being potential candidates for Learning Support and pupils already receiving Learning Support.

- To maintain a current register of referrals and children receiving Learning Support.
- To support staff in the identification of the most effective teaching approaches for children with specific learning needs and monitor teaching and learning activities.
- To develop IEP's in partnership with teachers and parents/caregivers.
- To organise follow up meetings to review IEP's at regular intervals.
- To oversee the records of and monitor the progress of children receiving additional support.
- To feed back to key staff regarding the progress of pupils receiving Learning Support.
- To develop links with and liaise with external agencies.

Senior Leadership Team

The SLT has an important role in developing, supporting and monitoring school policy on learning support and special needs. The Senior Leadership Team should:

- Oversee the development, implementation and review of school policy on special needs services in general.
- Ensure that adequate classroom accommodation and teaching resources are provided for the learning-support teacher.
- Ensure that the LSC has the capacity (time, facilities, equipment, training etc) to fulfil their role.

Parents

Parents have a dual function in Learning Support: 1) in supporting the school and 2) in communicating with the school.

1. Supporting the School;

- Be involved in creating a positive attitude towards school.
- Be involved with education plans by participating with students in activities such as language, maths and literacy.

2. Communicating with school;

- Discuss results of any pre-existing diagnostic assessment with L.S co-ordinator
- Inform school of any learning difficulties observed at home (also applies to progress of student)
- Meet with HOLS and class teacher regularly to discuss specific targets / activities if LS is to be continued or discuss how future learning needs can be met at home if LS is to be discontinued.
- Maintain regular contact with school through Parent Teacher meetings and through any other information sessions organised by the school.

Definition of Learning Difficulty

- i. The school recognises the D.F.E Strategy Guidance for organisations, which work with, and support children and young people who have special educational needs

or disabilities' (Changes from the SEN Code of Practice (2001) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England.

Changes from the SEN Code of Practice (2001)

- The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. These are:
- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus)
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2005
- There is new guidance on supporting children and young people with SEN who are in youth custody.

At Park Lane International School, a specific learning difficulty is recognised when the achievement and performance of a pupil, as indicated by a consensus among those who have taught him or her and supported by standardised and diagnostic tests, is well below what is expected for the individual pupil concerned. In some cases, a full assessment from an Educational Psychologist may be recommended to parents.

In some circumstances where a pupil needs one to one intervention on a regular basis parents will be asked to financially support the appointment of a Learning support assistant for their child.

Within Park Lane Primary Years the class/subject teacher is responsible for understanding the needs of each individual and catering to their learning styles within their class. The relationship between class/subject teachers and other support staff within the Primary team is seen as being collaborative and cooperative where all are actively involved in the planning processes that support teaching and learning.

3.	<p>Communication and Interaction</p> <p>Please note that pupils whose first language is NOT English should not be recorded here unless they also have a special educational need in this area.</p>	<p>Articulation, stammer, understand/use words in context, find it hard to recall words and express ideas, difficulty in understanding communication, developing meaningful speech, understanding the social behaviour of others, high levels of stress and anxiety in settings that do not meet their needs or when routines are changed, unusual sleep and behaviour patterns, difficulty adapting to new situations, exhibit some difficulties from above, but have higher intellectual abilities</p>
4.	<p>Sensory</p>	<p>Mild hearing loss, profoundly deaf, visual impairment, physical disabilities, Cerebral palsy, spina bifida and/or hydrocephalus, muscular dystrophy, significant accidental injury, other.</p>
5.	<p>Medical Condition/ Syndromes</p>	<p>Epilepsy, asthma, diabetes, anaphylaxis, down's syndrome, other medical conditions/syndromes, mental health issues, other</p>

Identification and Assessment Arrangements

- Early identification is sought, using evidence from the pupils' previous schools and where applicable through admissions assessments. There is an on-going process of monitoring performance through effort and achievement levels and reports. The Learning Support Co-ordinator ensures that all staff are aware of which pupils have been identified as needing Learning Support and of what strategies they should employ. Each member of staff has access to the Learning Support information on the shared 'P' drive. The Co-ordinator reviews pupils supported regularly and updates class and subject teachers as appropriate.

Procedure

If a child displays behaviours in the class from the prior table the teacher must follow a sequence of events before identifying support for the child.

- Complete a referral and pass to the LS leader
- Arrange a time for the LS leader to observe the child, parent contact must be made so that they are aware of the steps being taken

- A meeting to be arranged between the LS leader and class teacher to discuss areas of support
- IEP – Learning Passport to be created
- A meeting to be arranged with the parents of the child, class teacher and where applicable child to discuss and sign the Learning Passport

Review

The Learning Support Policy will be reviewed annually by: the Head of Primary, the Head of Learning Support and the delegated governing body member.

Head of Primary: Joe Eyles

Head of Safe Guarding: Markéta Frývaldská

Head of Learning Support: Ruth Prendergast