

Learning Support Policy - Secondary

Park Lane Learning Support Philosophy

At Park Lane International School we sincerely believe that every young person, irrespective of race, cultural heritage, faith or ability, is entitled to lead a happy, safe and productive life. Through celebrating every student's individual personalities and strengths, we aim to accommodate students who require Learning Support within the school community. We focus on needs both inside and beyond the classroom to help support the whole individual, not just their academic requirements.

We believe that learning support is a whole school issue and therefore all staff and teachers:

- Have a responsibility to identify a pupil who is seriously underachieving or struggling to access the curriculum, to consult the Learning Support Coordinator or SENCO.
- Have a duty to consult the Learning Support Coordinator or SENCO to discuss the way forward for a student who has been identified as under-performing or struggling with some aspect of school life, whether social, emotional or academic.
- Have a responsibility (supported by the Learning Support Coordinator or SENCO, as appropriate) to plan and provide for the range of abilities in the class, using the principles of differentiation so that all children may achieve success and enjoy learning.

Scope of Support at Park Lane

Park Lane is a small international school in the centre of historic Prague. We have around 194 students (as of 21st November 2017) in our secondary branch in classes of up to 20. Our smaller scale means that each individual is valued and known to everyone in the school. It also allows us to bring out the best in each student, to work with him or her, and her or his family, to plan and monitor academic progress and maximise potential.

Currently around 8% of our students are identified as having Learning Support Needs. These needs cover a whole range of support from observation and monitoring, to one to one support in certain areas. These levels of need can be categorised into Bands of Support, shown in appendix 1.

Our school building is a former embassy residence spread over 4 floors with narrow staircases and no lifts. For this reason we are currently unable to support students with physical disabilities.

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.

Definition of Learning Difficulty

The school recognises the UK Department of Education, Special educational needs and disability code of practice: 0 to 25 years, definition of Specific Learning Difficulties (Ref: DFE-00205-2013, introduction xiv)

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"*

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.

Referral of Students

Students at Park Lane are identified as having Learning Support needs via one of two routes:

1. Information is provided by parents at the time of admission relating to previously identified Learning Support Needs.
2. Class teachers refer students using the referral form (appendix 2). Current staff are preferring to use an online version of [referral](#) which can be accessed on google drive.

Students who are referred to the LSC or SENCO usually display at least one of the difficulties outlined in appendix 3.

After referral and an investigation of data and comments from teachers, students are placed on the Learning Support Register, which outlines the key details (age, reading age, diagnosis, areas of difficulty etc.) and referral status.

The Learning Support Coordinator or SENCO will then communicate with parents and the student to determine the best route of support. In the case of a new referral this would involve observation, discussion with class teachers and the student themselves, and if necessary creating a learning support passport collaboratively with the student. This is then shared with teachers in order to help them differentiate appropriately.

Student Passports

(Example in appendix 4)

This is developed in collaboration with the student themselves, the parents and the LSC or SENCO. It is issued to all relevant staff to enable the student to explain in their own words how they wish to be supported in lessons. Often this document will not contain specific diagnosis language, but instead focuses on the individual needs of the student. Any official diagnosis is stated on the Learning Support Register.

The passport is reviewed twice a year (*termly where possible*), usually between the student and the LSC or SENCO, although parents are invited to be involved if they wish. Passports will also contain information about access arrangements for assessments.

External Referrals

Following observation in school and discussion with teachers and parents it may be necessary to refer families to external agencies in order for the student to undergo a pedagogical psychological or cognitive assessment. We have a number of agencies who we refer families to, mainly for assessment in English or Czech, although others will be sought if necessary.

Reports from such agencies are viewed by the LSC or SENCO, translated where necessary, and important aspects shared with staff. These reports also form the basis for discussion of the next passport review meetings and review of exam access arrangements.

Examinations (Exam Access Arrangements)

Park Lane is committed to ensuring that all students are able to perform in examinations at the level of their ability. We therefore work towards providing students with appropriate Exam Access Arrangements that may reduce the negative impact potentially caused by any learning or physical needs.

The arrangements given to students in exams are in line with the guidelines issued by the Exam Boards being studied (Cambridge International Examinations for KS3 and 4, IB for KS5). Any decisions made regarding Exam Access Arrangements are made by the LSC or SENCO, Exams Officer and IBDP coordinator (where appropriate).

These decisions will always be made following communication with parents and the students themselves.

Typical Arrangements include; extra time, prompts, use of a word processor and rest breaks. However this list is not exhaustive and each student is looked at on an individual basis. Any Exam Access Arrangements that are requested will reflect the student's "usual way of working" in a classroom environment.

Long Term Absence / Illness

When a student is absent for a long period of time it is the responsibility of the Form Tutor, in conjunction with the LSC or SENCO, to communicate with parents and the student themselves.

Depending on the aspect of the illness, students will be supported in continuing the curriculum at a pace and situation that is appropriate to them. This could involve teachers preparing tasks and longer term projects for students to complete, in order to reduce pressure on the student.

As much as possible the work will follow the same

When the time comes for the student to return to school the Form Tutor, in conjunction with the LSC will work with the student to establish core lessons to focus on and then work to include the rest of the curriculum.

As one of our aims is to have an open and supportive school atmosphere, in accordance with the wishes of the student, other pupils may be informed about the illness or condition in order to make the student feel more confident when returning to school.

Roles and Responsibilities within the School

Senior Leadership Team

The Board of Management 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.
- Foster a positive attitude towards inclusion and inclusive teaching across the whole school from all staff. This should include students with different cultural backgrounds

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 LSC.
- inform school of any learning difficulties observed at home (also applies to progress of student)
- Meet with LSC 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.

Form Tutor / Class Teachers

- Create a positive learning environment where all students are welcome and encouraged, regardless of learning need or cultural background.
- Form Tutor / Class Teachers are informed of/becomes aware of students with learning difficulties.
- Form Tutor / Class Teachers implement differentiation strategies to target area of difficulty.
- If still concerned, teacher then identifies these students to the LSC by filling in a referral 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 LSC 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 needs as indicated by LSC. This should include differentiation.
- Teachers foster students' positive self-esteem by giving genuine praise whenever possible and promoting activities which yield success.
- If student is put on a Pupil Passport (PP), teacher will be required to input feedback to the LSC prior to review meeting.
- At all stages, pupils are involved in decisions regarding their learning and any targets which are set.

Learning Support Coordinator

- To help create a positive learning environment where all students are welcome and encouraged, regardless of learning need or cultural background.
- 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 provide training and information on effective differentiation strategies in relation to learning support.
- To develop PPs in partnership with teachers and parents/caregivers.
- To organise follow up meetings to review PPs 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.
- To be aware of and maintain up-to-date information regarding exam Access Arrangements. This information will be shared with class teachers and the Exams Officer.

Review

The Learning Support Policy will be reviewed annually by the Learning Support coordinator in conjunction with other colleagues.

Appendix 1 – Bands of Support

Band	General description	Typical provision <i>(Band A provision is included in all bands)</i>	Resources need
A	Moderate difficulties in accessing curriculum or school life (e.g social, emotional or organisational)	<p>Teacher identifies, assesses and generally makes provision for the child’s needs in the classroom.</p> <p>Some changes to teaching and assessment materials are needed.</p> <p>Pupil passport is created by LSC to help teachers effectively accommodate student.</p>	<p>Use of aids commonly available in a classroom, including access to ICT.</p> <p>Additional invigilators for exam due to access arrangements.</p> <p>Reading aids.</p>
B	Moderate difficulties in accessing curriculum or school life (e.g social, emotional or organisational)	<p>Occasional one-to-one or small group sessions are provided to support with specific needs eg. working memory, attention, or handwriting.</p>	<p>Access to ICT equipment.</p> <p>Alternative methods of recording including word recognition software.</p> <p>Additional invigilators for exam due to access arrangements.</p> <p>1 hour per fortnight of direct support time.</p>

C	Medium difficulties in accessing curriculum or school life (e.g social, emotional or organisational)	Regular one-to-one or small group sessions are provided to support with specific needs eg. Working memory, attention, or handwriting.	<p>Access to ICT equipment.</p> <p>Alternative methods of recording including word recognition software.</p> <p>Additional invigilators for exam due to access arrangements.</p> <p>1 hour per week of direct support time.</p> <p>Small group support resources (eg. Toe by Toe)</p>
D	Medium level difficulties in accessing curriculum or school life (e.g social, emotional or organisational)	<p>Regular in-class support in specified curriculum areas. (up to 10 lessons per week)</p> <p>One-to-one session once a week to support in class observations.</p>	<p>Access to ICT equipment.</p> <p>Alternative methods of recording including word recognition software.</p> <p>Additional invigilators for exam due to access arrangements.</p> <p>Up to 10 lessons a week in-class support.</p> <p>1 hour per week of direct support time.</p>

E	High level difficulties in accessing curriculum or school life (e.g social, emotional or organisational)	<p>Regular in-class support in specified curriculum areas. (10-20 lessons per week)</p> <p>One-to-one session once a week to support in class observations.</p>	<p>Access to ICT equipment may be appropriate</p> <p>Alternative methods of recording including word recognition software.</p> <p>Additional invigilators for exam due to access arrangements.</p> <p>Up to 20 lessons a week in-class support.</p> <p>1 hour per week of direct support time.</p>
F	High level difficulties in accessing curriculum or school life (e.g social, emotional or organisational)	<p>Withdrawal from certain areas of curriculum for intensive support in that area.</p> <p>Regular in-class support in specified curriculum areas. (up to 10 lessons per week)</p>	<p>Access to ICT equipment may be appropriate</p> <p>Alternative methods of recording including word recognition software.</p> <p>Additional invigilators for exam due to access arrangements.</p> <p>Up to 10 lessons a week in-class support.</p> <p>Up to 10 lessons a week one-to-one lessons.</p>

Appendix 2 – Referral Form

Learning Support Referral Form			
Pupil's Name		Year Group/Class	
Date of Birth		Teacher	
Male/Female		Home Language	

Please tick area(s) you feel that the child has Special Educational Needs and highlight the difficulty/lack of challenge and strategies tried with this pupil within ordinary differentiated Provision. (These might include individual and group support within the ordinary classroom from staff/other adults, reward systems, alternative resources for this pupil, teaching styles matched to need.)

Areas of Special Educational Need	✓	Please highlight which areas the child has difficulty with	Strategies Tried
Cognitive and Learning		Short term memory, Sequencing number skills, Motor function, Phonological processing, understanding simple number concepts, <u>leaps</u> , number facts and procedures, fine motor skills, balance, social skills, co-ordination, low self-esteem <u>Additional Notes:</u>	
Social, Emotional and Behavioural		Becomes withdrawn, communicating, being disruptive, is easily frustrated, is impulsive, hyperactive <u>Additional Notes:</u>	
Communication and Interaction <small>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.</small>		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 <u>behaviour</u> patterns, difficulty adapting to new situations, exhibit some difficulties from above, but have higher intellectual abilities <u>Additional Notes:</u>	

Areas of Special Educational Need	✓	Please highlight which areas the child has difficulty with	Strategies Tried
Sensory		Mild hearing loss, profoundly deaf, visual impairment, physical disabilities, Cerebral palsy, <u>spina</u> bifida and/or hydrocephalus, muscular dystrophy, <u>significant accidental injury</u> , other. <u>Additional Notes:</u>	
Medical Condition/ Syndromes		Epilepsy, asthma, diabetes, anaphylaxis, down's syndrome, other medical conditions/syndromes, mental health issues, other <u>Additional Notes:</u>	

Are the parents aware of your concerns? If so, what is their position?

Do you know if any outside agencies are already involved e.g. Speech therapist?

Form completed by:		Date:	
Outcome of the referral:			

Appendix 3 - Criteria used to identify pupils who should be referred to the Learning Support Coordinator (LSC)

1.	Mis-match between:	
	<ul style="list-style-type: none"> • Oral/written language 	
	<ul style="list-style-type: none"> • Literacy skills and performance in other areas 	
2.	Poor working memory:	
	<ul style="list-style-type: none"> • Auditory 	Difficulty following multiple instructions, not able to repeat messages/instructions, follow a series of instructions, difficulty with common sequences.
	<ul style="list-style-type: none"> • Visual 	Problems: tracking on maps, sorting by shape, differentiating between operands in maths, doing puzzles, making models,
	<ul style="list-style-type: none"> • Central executive 	processing information received through auditory or visual pathways – difficulty reading multi syllabic words, mental calculations poor, losing comprehension due to reading difficulties
3.	Limited concentration	<p>distractible – short attention span</p> <p>Inattention – sluggish or lethargic</p> <p>Impulsive – difficulty stopping, thinking and reasoning through a situation</p>
4.	Reading slow/lacking fluency	

5.	Slow writing speed	
6.	Weak spelling	
	<ul style="list-style-type: none"> • Poor phonological awareness 	Omission of sounds, sequencing errors (of 'chunks' of sound), inability to analyse sounds heard
	<ul style="list-style-type: none"> • Poor visual skills 	orientation of letters, sequencing of letters, poor recall of irregular patterns, especially high frequency words e.g. 'they', 'said'
	<ul style="list-style-type: none"> • Bizarre, almost unintelligible 	(rarely found in school)
7.	Difficulties with motor skills	
	<ul style="list-style-type: none"> • Gross 	Difficulty hopping, skipping, catching, throwing, clumsy, directional problems, co-ordination in gym
	<ul style="list-style-type: none"> • Fine 	Poor pencil/pen grip, difficulty using scissors, tracing
8.	Emotional/behavioural difficulties	Lack of confidence and low self esteem due to learning difficulties
9.	Marked mathematical difficulties	Difficulty remembering tables, number bonds, algorithms, poor visual discrimination of signs, symbols etc, poor spatial awareness
10.	Language problems	Word-naming problems, mispronunciations, jumbling words, difficulties with rhyme and alliteration, use of circumlocutions

Appendix 4 – Example student passport

Student A		Learning Support Pupil Profile		PARKLANE International School
D.O.B. 21.7.03		Learning Support Coordinator: Miss Jane Hughes		Date of Update: 05.10.15
7G		I would like you to know that: <ul style="list-style-type: none"> • I have dyslexia. • I read slower than other people. • I write slowly but carefully. 		I find it difficult to: <ul style="list-style-type: none"> • Follow long instructions. • Read long pieces of technical text. • Write information in my own words.
Access Arrangements 25% extra time Word processor		This means that: <ul style="list-style-type: none"> • I find it harder to follow text being read out loud. • It takes me longer to write long pieces of work. 		
It would help me if you could: <ul style="list-style-type: none"> • Break down instructions into smaller chunks. • Give me a list of tasks that I need to complete. • Sit me at the front of the room. • Give me text in advance or give me a little longer to complete work. 		I will help myself by: <ul style="list-style-type: none"> • Listening to instructions carefully. • Writing down key instructions. • Letting you know if I need extra time or help. • Keep a personal dictionary. • Practise key words as much as I can. 		
Additional support: <ul style="list-style-type: none"> • TA support in English • Tutor outside of school for English. • Mum sits and helps with homework. 		Attainment information		
		SATS: English SpaG 4a English Reading 3b English Writing 3a Maths 4a	MidYIS: Vocabulary 95 Maths 108 Non-verbal 111 Skills 112 Overall 107	Last Checkpoint (2015) English Maths Science