

Learning Support Policy

Abstract

This document is a statement of the aims, principles and strategies for the identification and management of children with Learning Support Needs at Southbank International School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning, the Equality and Diversity Policy, Safeguarding Policies and Curriculum Policy, as together these form a statement of the principles underpinning all the work of the school.

At Southbank International School, we recognise our responsibilities under the Equality Act (2010) to eliminate discrimination and to promote good relations between children, staff and parents.

Part 1: Basic information about the school's Learning Support provision

The objectives of the Senior Leadership Team (SLT) in making provision for students with Learning Support needs

Southbank offers Learning Support in accordance with the aims of the International Baccalaureate, that all students should be allowed to demonstrate their academic ability. The school seeks to enable every student to derive maximum benefit from the curriculum. It aims to adapt to different learning styles, interests and aptitudes and believes everyone can succeed.

A child or young person has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age and require additional or different provision; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age
- c) are under compulsory school age and fall within the definition at a) or b) above or would do so if learning support provision was not made.

The school aims to ensure that students with learning support needs are identified early, that their needs are met and that they have access to a broad and balanced curriculum.

The school undertakes a self-evaluation of the policy every two years in order to make sure it is securing these objectives, to update it and to plan improvements. The policy is accessible via the school information systems.

Who is responsible for coordinating the day-to-day provision of education for students with Learning Support needs

The teachers responsible for coordinating/delivering the day-to-day provision of education for students with Learning Support needs are known as Learning Support/Literacy Support teachers. They are:

- Hampstead Campus (PYP): Shaheen Ishani, Learning Support teacher; Jason Horth, Learning Support Teaching Assistant
- Kensington Campus (PYP): Emma Netherton, Learning Support teacher
- Westminster Campus - Lisa Saleh, Learning Support teacher

The arrangements that have been made for coordinating the provision of education to students with Learning Support needs

In cooperation with the Learning Support teachers, the SLT (which includes the Principal from each campus) determines the school's general policy and approach to provision for children with Learning Support needs.

The cross campus Learning Support Committee is made up of the Learning Support teachers from all three campuses, who each chair the committee for a term at a time. The committee meets termly (or more frequently as necessary) with an agenda based on an agreed Action Plan (in accordance with the three-year accessibility plans).

The Learning Support Committee ensures parity of the school's learning support provision and the continuity of support between campuses by addressing such issues as: criteria for entry to and exit from Learning Support; procedures for students transitioning across campuses.

The Principal on each campus has responsibility for the management of learning support provision.

The role and function of learning support at Southbank is to enable access to, and progress within, all areas of the school curriculum, for all students; to support students who need educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

The responsibility of the Learning Support teacher on each campus includes:

- overseeing the day-to-day operation of the school's Learning Support Policy
- coordinating, delivering and evaluating provision for children with learning support needs
- liaising with and advising fellow teachers and teaching assistants (according to campus)
- overseeing the records of all children with learning support needs
- liaising with parents of children with learning support needs
- contributing to the in-service training of staff

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- liaising with external specialists and agencies.

The Learning Support teacher has specified time within the working week to administer the school's learning support arrangements.

All staff are fully aware of the school's Learning Support Policy and procedures for identification of, assessment of and provision for learning support needs. The documentation is available via the school information systems and is available to parents on request.

All teachers are responsible for understanding the needs of each individual they teach and for catering to their learning needs within the framework of the programme.

Class teachers/advisors are fully involved in the development, implementation and review of International Individual Learning Plans (IILP) for students receiving learning support.

Specific admission arrangements for students with learning support needs

The school's admissions policy states that there are no standardised admissions examinations. Therefore, a record of success in the previous school setting is required.

Students must be able to engage meaningfully with programmes offered at the various levels of the school. They must have average to above-average academic ability and develop appropriate interpersonal skills for collaborative learning, as well as the self-discipline and motivation necessary to undertake independent study, inquiry and research.

The application form requires parents to supply information regarding learning support received or recommended. Further details may then be requested in order to ensure the school understands the needs of the student and the support required; admission is decided on an individual basis.

The kinds of provision for learning support needs

The school provides for learning support needs in the following areas:

The Primary Years

- communication and interaction
- cognition and learning
- sensory and/or physical needs

The Middle and Diploma Years

- organisation (there is no modified curriculum at this level)
- cognition and learning and sensory and/or physical needs are addressed outside school by means of professionals funded by the parents.

Exceptionally Able Students

- Teachers are responsible for ensuring that exceptionally able students are challenged through differentiation. Where a student's academic attainment falls well above the band for their age group (verified by an educational psychologist), the

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student is regarded as having a special need and teachers, in consultation with the Learning Support teacher, plan provision. Provision includes an International Individual Education Plan. The school has a separate statement for exceptionally able students (*Appendix 1 Enrichment Statement*).

Each campus has a full time Learning Support teacher qualified to work with students with learning support needs.

NB The role of the Learning Support teacher is distinct from the roles of Counselling and pastoral care, which provide for needs in the areas of social, emotional and mental health.

While these roles are distinct, there may be an overlap requiring the Learning Support teacher and Counsellor/Head of Pastoral care to work together as Student Support Services, in the best interests of the student.

Each campus has a learning support room equipped with/with access to appropriate specialist resources.

The school provides for support in the following ways:

The Primary Years

- all teachers are equipped to teach a developmental, differentiated, curriculum
- all teachers work collaboratively to develop appropriate programmes for teaching and learning for all students
- students receive additional Learning Support on the basis of agreed **Criteria** (see *Appendix 2*)
- International Individual Learning Plans for those students receiving additional Learning Support detail provision, goals, strategies and progress
- certain accommodations can be made to a student's testing environment following the guidelines in the educational psychologist's report, or as approved by the Learning Support teacher and Principal or with reference to the ACER (Australian Council for Educational Research).

The Middle and Diploma Years

- all teachers are equipped to teach a curriculum within which students make choices which best suit their strengths
- all teachers work collaboratively to develop appropriate strategies for teaching and learning for all students
- students receive additional Learning Support on the basis of agreed **Criteria** (see *Appendix 2*)
- all students must have, on file, an assessment by an outside expert, (e.g. an educational psychologist) in order to be eligible to receive assigned assistance from the Learning Support teacher
- International Individual Learning Plans for those students receiving additional Learning Support detail provision, goals, strategies and progress
- certain accommodations, (extra time, use of a word processor, use of spell check) can be made to a student's teaching and testing environment following the guidelines in the educational psychologist's report and from the IB

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- any student enrolled in the IB Diploma programme, who is a candidate with assessment access arrangements, must have an educational psychologist's or medical report by June of their Grade 10 year – any exceptions need to be approved by the Deputy Principal Senior School.
Outside Assessments (Non IB/MYP related)
e.g. SAT I & II and other College Board exams, ACT
If an exception is needed for a Southbank student, this can be discussed on an as-needed basis between the exam coordinator, the Learning Support department and the relevant invigilator.
Guidelines are available from the Learning Support teacher

Facilities for students with Learning Support needs at the school which increase or assist access

Each campus has a **Three Year Accessibility Plan**, which includes details on improving access to the physical environment, improving access to the curriculum (learning support) and improving access to information. Staff training includes raising awareness of accessibility in these areas for existing and possible, prospective students.

Part 2: Information about the school's policies for the identification, assessment and provision for all students with learning support needs

How resources are allocated among students with learning support needs

- The SLT ensures and monitors funding for students with learning support needs.
- The Learning Support teacher on each campus is allocated an annual budget to invest in resources for students with learning support needs.
- Requests for resources for students with learning support needs are signed off by the authorised persons on each campus and records of spending kept.
- Students with learning support needs have access to resources throughout the school, as well as when working with the Learning Support teacher.
- Teachers can also apply to their Principal for funding for training in order to meet particular needs. If extra expenditure is necessary to support students with learning support needs, this will be considered by the SLT

How students with learning support needs are identified and their needs determined and reviewed

The school has regard to the Code of Practice (May 2015) and operates a graduated response.

Primary Years

Identification, assessment, monitoring and review of students with Learning Support needs:

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Student referral process

- Students with learning needs are identified and their needs determined, planned for and reviewed in the first instance by the class teacher with reference to standardised assessments.
- If concerns remain about the student's progress, the homeroom/ class teacher fills out a **Referral to Learning Support form** (see *Appendix 3*) and submits it to the Learning Support teacher. Other teachers and parents can make a referral to Learning Support. However, the homeroom teacher will always be involved.
- Literacy Support offers a literacy recovery programme when a student's reading age is six months to a year behind their chronological age in Grade 1 or 2.

Pre-eligibility/Eligibility meeting

- The Learning Support teacher and the homeroom teacher consider all relevant information, including previous interventions, and the student is discussed in the weekly Student Support Services meeting with the Principal, Learning Support teacher, EAL teacher (as appropriate) and Counsellor/Head of Pastoral Care (as appropriate) in order to establish what the need is, and how it may best be met.
- If it is decided that the student may need additional learning support, the Learning Support teacher gathers information from all relevant sources e.g. from teachers and parents and by means of observation. The parents' **Consent** as appropriate is obtained for the Learning Support teacher to assess the student's learning profile by means of screening and propose provision or commence work with the student.

International Individual Learning Plan (IILP) and evaluation of progress

- All students who receive additional support from the Learning Support teacher do so on the basis of agreed **Criteria** (see *Appendix 2*). This may include an International Individual Learning Plan (IILP) with a time frame of a maximum of one term (less if appropriate), which details provision, goals, strategies and progress.
- The IILP is drawn up by the Learning Support teacher in collaboration with the class teacher, parents and student and made available to the Principal and shared with all those involved in the student's learning.
- All timetabled teachers are made aware of the students receiving Learning Support and of their IILPs. The Learning Support teacher updates the single subject teachers at the Specialist Teachers team meeting and IILPs are accessible to all teachers. Progress of all students on the LS register is reviewed at the end of their IILP time frame.
- If targets have not been achieved/targets have been achieved but the child still needs support, the provision is reviewed and a new IILP is drawn up with new targets.
- If the student is thought not to be making the expected progress, the school may work with the parents to seek help from an outside expert, for example an educational psychologist – the cost of involving an outside expert is borne by the parents.
- With the parents' agreement, the outside expert's recommendations are made available to the school and incorporated in the goals of the IILP.
- Students with an educational psychologist's assessment are required to be re-assessed within three years of transferring to the MYP programme or within the required time frame if eligible for special arrangements/accommodations in exams.
- Parents who choose not to go through the school's referral process and who receive a diagnosis for their child independently from an outside expert can expect

consideration of learning support provision. However, the nature of the provision will be at the discretion of the Principal.

- If parents are unwilling to work in partnership with the school, e.g. they decline learning support for their child, or a recommendation for referral to external agencies, every effort will be made by the school to ensure that the student's progress does not suffer as a result. This may include discussion of the case by the Senior Leadership or Management Team. All communication with parents will be held on file for future reference.
- The learning support register is continuously reviewed by the Learning Support teacher and made available to the Principal.

Exiting the Learning Support Programme

- If agreed **Criteria** (see *Appendix 2*) have been met and the student has made progress to the point that they no longer need to work with the Learning Support teacher, the student is monitored for a maximum of half a term (as appropriate) by the class teacher and Learning Support teacher and is then exited from the programme (with a record of intervention on file for future reference).

Middle Years and Diploma

Identification, assessment, monitoring and review of students with Learning Support needs

Student referral process

- Any teacher who has a concern about the learning performance of a student must seek advice from the appropriate advisor and then, if necessary, raise the issue at the next year group Student Review meeting. Alternatively, an administrator may call a meeting of the student's teachers and initiate the pre-eligibility procedure. Individual teachers cannot refer students to the Learning Support teacher straight away, but must follow initial referral steps and interventions (see *Appendix 2*), which will prompt a collective staff overview.
- Student Review meetings are held every term. They operate by year group (Grade) and in the meetings a decision can be made to request/review Learning Support intervention/goals. Minutes of these meetings are published to the appropriate teachers.
- If any student requires immediate attention, a meeting of all of the student's teachers can be convened by the Deputy Principal at short notice. In this meeting an action plan is devised and immediate Learning Support intervention requested. Minutes of these meetings are published to the appropriate teachers.
- The official trigger to have a student assessed for possible Learning Support must come from a minuted meeting. The Grade 6-10 student review meetings are chaired by the Deputy Principal Middle School. The Grade 11-12 student review meetings are chaired by the Deputy Principal Senior School.

Pre-Eligibility Meeting

- When it is decided that a student may need help through the Learning Support department, the advisor makes the initial contact with the parent. The parents should be encouraged to contact the Learning Support teacher. Parents are not obligated to pursue Learning Support options and their decision must be on file for future reference.

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- The Learning Support teacher gathers information from all relevant sources e.g. from staff and parents and by means of observation and assessment of the student.
- A pre-eligibility meeting is scheduled and chaired by the Learning Support teacher. This may include the Deputy Principal, Advisor, relevant teachers and, on occasions, the parents. This pre-eligibility team discusses all the relevant information and previous interventions and decides if assessment from an outside professional is required. The Learning Support teacher makes sure that all relevant parties receive written details of the meeting.

Eligibility Meeting

- All students receiving learning support assistance must have an assessment on file completed by a certified professional. This is usually a certified educational psychologist, speech and language pathologist, or medical doctor.
- Once an outside assessment is secured, an eligibility meeting is held with parents, Learning Support teacher and advisor. This is a small private meeting to discuss with parents how the school can offer organisational support to their son or daughter. This meeting is minuted and relevant people receive the minutes from the Learning Support teacher.
- Students who are accepted for learning support through an eligibility meeting fall into three general categories:
 1. Those receiving individual, scheduled teaching by the Learning Support teacher (organisational support only)
 2. Those who are monitored, but not taught, by the Learning Support teacher
 3. Those who are granted “accommodations” by the IB for Diploma Programme examinations (but do not receive LS support).

International Individual Learning Plan (IILP) and evaluation of progress

- Following the eligibility meeting an International Individual Learning Plan is completed by the Learning Support teacher for all students in the above three categories. The IILP summarises the plan of action for the students. The IILP for students in category 1, i.e. those who receive one-to-one support is a detailed, lengthy document, but the IILP for students in category 2 is a one-page summary document.
- Students in Category 1: The Learning Support teacher or Advisor distributes the detailed IILP to all the student’s teachers electronically.
- All IILPs are accessible via the school information systems.
- All existing IILPs are reviewed annually, within the first term. This review is completed by the Learning Support teacher based on parent input, student academic review and advisor input from the previous academic year. IILP reviews are then linked to the quarterly academic reviews of work.
- Students with an educational psychologist’s assessment are required to be re-assessed every three years if still receiving learning support or within the required time frame if eligible for special arrangements/accommodations in exams.
- Parents who choose not to go through the school’s referral process and who receive a diagnosis independently for their child from an outside expert can expect consideration of learning support provision. However, the nature of the provision will be at the discretion of the Principal.
- If parents are unwilling to work in partnership with the school, e.g. they decline learning support for their child, or a recommendation for referral to external agencies,

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every effort will be made by the school to ensure that the student's progress does not suffer as a result. This may include discussion of the case by the Senior Leadership or Management Team. Communication with parents will be held on file for future reference.

- The learning support register is continuously reviewed by the Learning Support teacher and made available to the Principal.

Exiting the Learning Support Programme

- If agreed **Criteria** (see *Appendix 2*) have been met and the student has made progress to the point that they no longer need to work with the Learning Support teacher, the student is then monitored.
- Students being monitored are discussed at the termly academic pastoral meetings and exited from the programme as appropriate.
- By Grade 12 a student who receives exam accommodations is responsible for making teachers aware of this when taking internal exams.

PYP, Middle Years and Diploma

Education, Health and Care Plan

- The school has regard to the Code of Practice May 2015 should the need arise for an Education, Health and Care Plan. The school will have regard to the actions specified by a plan and refer to the relevant borough Local Offer Website.

Records of Students with Learning Support Needs

- The Learning Support teachers oversee the records of students with learning support needs. All records are kept securely.*
- Teachers are alerted if a student has a learning support record and have access to it as appropriate
- A register is kept of all students receiving learning support, categorised as follows:
 - All students who have been flagged to the Learning Support teacher: Teacher Action
 - All students who are being seen by the Literacy Support Teacher (PYP), or who are receiving booster support and those on short term monitoring: Booster/Monitor
 - All students who have been assessed by an outside professional and have an individual plan: Individual Plan (which would include any child with an EHC plan)
- Files are kept up to date by the Learning Support teacher.
- A record is also kept of all students eligible for special arrangements in exams

* As of Nov 2015, as appropriate, LS paper records are transferred to the secure school information systems

Arrangements for providing access to students with learning support needs to a balanced and broadly-based curriculum

Primary Years

Support is provided and used in the following ways

- in class support by class, single subject teachers and teaching assistants, specialist programmes
- in class support by the Learning Support teacher
- withdrawal for individual/small group support by Literacy Support/Learning Support teacher

The curriculum is continually reviewed, enabling access to the curriculum for all students in the following ways

- continual evaluation of the developmental scope and sequences and curriculum, enabling each child to progress, with attainments and objectives reviewed regularly
- Learning Support teacher's involvement in collaborative planning of Units of Inquiry, bearing in mind students with learning support needs
- professional development on making the curriculum accessible to students with Learning Support needs.

The range of teaching strategies and interventions used within the school include

- differentiated work and modifications, including enrichment work
- accommodations e.g. use of specialist equipment/resources such as specialist programs on computers, laptops, iPads, occupational therapy aids, etc., extra time in assessments
- curriculum-linked support and stand-alone recovery by Learning Support/Literacy Support teacher with the goal of increasing access to the curriculum.

Middle and Diploma Years

Support is provided and used in the following ways

- daily support from advisor
- in class support by specialist (subject) teachers
- limited in class support by the Learning Support teacher
- individual/small group support by Learning Support teacher.

The curriculum is being developed, enabling better access to the curriculum for all students in the following ways

- continual evaluation of the curriculum choices which best suit the students' strengths
- Learning Support teacher's involvement in collaborative planning bearing in mind students with learning support needs
- professional development on making the curriculum accessible to students with learning support needs.

The range of teaching strategies and interventions used within the school include

- determining curriculum choices which best suit the students' strengths

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- accommodations e.g. use of laptops, extra time in assessments (arrangements are also made for external examinations)
- curriculum-linked support (organisational) by Learning Support teacher with the goal of increasing access to the curriculum.

Additionally, each campus has a Three Year Accessibility Plan, which includes improving access to the curriculum.

How students with learning support needs engage in the activities of the school

Students with learning support needs follow the whole curriculum e.g. they follow the musical instrument programme (PYP), learn Spanish (PYP), learn a language (MYP), unless otherwise recommended by an outside expert and agreed by parents and student. (From Grade 9 onwards all students are required to study a language.)

Times of withdrawal for individual/small group support by Literacy Support/Learning Support teacher are agreed with the class/advisory teacher.

Learning support is provided during normal school hours leaving students free to participate in clubs, unless otherwise agreed between the school, parents and student.

No student is excluded from school activities for reason of learning support needs, providing reasonable adjustments can be made.

Opportunities are given for students with learning support needs to excel in their areas of strength, for example by taking part in the US Academic Decathlon (MYP/Diploma).

How the SLT evaluates the success of the education provided to students with Learning Support Needs

All students receiving additional learning support have a record detailing when they were first referred, their progress over time, how the support has changed or when they exited.

All students receiving additional learning support from the Learning Support teacher have an IILP which details progress made. Students are monitored and the IILP is reviewed.

Running records are kept and regular assessments made or requested to track students' progress.

Examination results and further education opportunities are scrutinised to ensure that students with learning support needs are achieving their potential.

The Principals together with the Learning Support teachers monitor the caseload on each campus to make sure that an appropriate number of students have access to learning support i.e. students receive support if needed, but also exit when able.

The school continuously monitors and evaluates the working of the Learning Support Policy in conjunction with the School Development Plan and the Three Year Accessibility Plan,

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gathering information on all aspects which will be used to evaluate how successful the provision has been and to set an agenda for further developments.

Arrangements made by the SLT relating to the treatment of complaints from parents of students with Learning Support needs

Complaints about any aspect of the learning support provision will be dealt with in the same way as any other complaint against the school – please see Complaints Policy.

Part 3: Information about the school's staffing policies and external partnerships

Arrangements made by the SLT relating to staff training in relation to Learning Support

In-service training for staff in relation to learning support needs is on-going and forms part of the CCF (Cognita Compliance Form), the School Improvement Plan and the Three Year Accessibility Plan. This training may be campus-based, cross-campus or individual.

Arrangements made include:

- sharing of good practice
- professional development sessions by outside experts
- professional development sessions by Learning Support teachers
- attendance at courses for example: London International Schools Association (LISA) - annual forum for Learning Support teachers; Learning Works – professional development for LS teachers in UK independent schools; Cognita SENCO conferences
- access to professional development materials on the school information systems
- access to the IB on-line advice and forum for teaching of students with learning support needs

Training for parents/carers in relation to learning support needs includes:

- explanation/demonstration of strategies
- collaboration on home programmes
- provision/recommendation of resources and literature
- direction to national and local support groups.

The use made of teachers and facilities from outside the school including links with support services

The school accesses the following services as needed:

- recommended private tutors/programmes for out-of-school tuition, including liaison/school visit as required by student
- referral to educational/clinical psychologist/Early Years specialist including school visit as required by student
- referral to speech and language therapist as required by student
- referral to play therapist/counsellor, including school visit as required by student
- referral to psychiatrist, including school visit, as required by student

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- referral to behavioural therapist as required by student
- referral to occupational/physiotherapist including school visit, as required by student
- referral to paediatric neurologist as required by student
- referral to optometrist as required by student.
- referral to the appropriate borough for consideration of an Education Health and Care Plan, and the following of such a plan.

The role played by parents of students with Learning Support needs

The school works in partnership with the parents of students with learning support needs.

Systems are in place so that parents have easy access to staff to answer their concerns and feel welcome. Parents have the school telephone contact number and email address of the Learning Support teacher. They may also request an appointment at a time convenient for both parties.

Parents' views regarding school practice are taken into consideration and they are involved in the decision making process about meeting their child's needs. Parents are involved in the provision made for their child and in the drawing up and review of the IILP, including the part they are required to play. They are consulted if any changes to the provision are being considered. Parents may have a suggestion for how provision for their child can be improved and this will be given consideration and implemented if appropriate.

Parents are advised on the use of teachers and facilities from outside the school (see above) and with parents' permission, liaison is established.

Parents and the school work together to implement the recommendations of outside professionals.

Effective communication is maintained and encouraged between school and home by means of:

- accessibility of the Learning Support teacher by phone, email or appointment
- home school logs/home learning diaries/reading record books, detailing what has been covered at school and at home as appropriate.
- consultation with the Learning Support teacher at parent-teacher conferences.

Links with other schools and the provision made for the transition of students with Learning Support needs

Southbank Hampstead, Southbank Kensington and Southbank Westminster are linked and parity of provision is carried out by means of the cross-campus Learning Support Committee which reports to the Executive Principal.

Transition of students with Learning Support needs between Southbank primary campuses and between Southbank primary and secondary campuses, is considered by both campuses and supported by the cross-campus Learning Support Committee. The student's learning support records and IILP are passed on via the school information systems.

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Transition of students with learning support needs between Southbank primary and secondary campuses is considered with the parents when the student is in the penultimate year of the primary school i.e. Grade 4. Transition of students, including those with learning support needs, between Southbank primary and secondary campuses is also supported by means of the acclimatisation programme in Grade 5.

Grade 6 students do not receive one to one support from the Learning Support teacher in the first term. Instead Grade 6 students are given organisational support as a year group and monitored by the Learning Support teacher, advisors and subject teachers, who also liaise with parents.

In order to be considered for learning support at Westminster, all transferring students must meet the **Criteria** (*Appendix 2*). Any necessary final decisions regarding students being admitted to learning support /entered on the learning support register and students exiting learning support /being removed from the learning support register, rest with the Principal.

For older students, careful consideration is given to any case where following the IB Diploma Programme, may not be the best choice for the student.

Southbank has links with schools offering learning support and organisations that advise regarding schools catering for learning support in the London area, and as appropriate, assists with transfers.

Southbank has links with international schools all over the world through the IB and the IILP has been adopted with the international transfer of students with learning needs in mind.

From Grade 10 onwards there are two counsellors able to advise students with learning support needs on their career and university choices whether in the UK or the rest of the world.

All students are encouraged and supported to go on to higher education.

Links with external services and organisations which work on behalf of students with Learning Support needs

Links with health services, social services and education welfare services and any voluntary organisations, which work on behalf of students with learning support are as follows:

- National Health Service (NHS) - GPs and clinics for assessment and referral
- Membership of professional bodies e.g. National Association for Special Educational Needs (NASEN), NACE (National Association for Able Children in Education), CEC (Council for Exceptional Children, US), British Dyslexia Association (BDA)
- Family and Children Services according to borough – all staff are trained in child protection and in passing any concerns on to the Safeguarding Lead.
- Outside Assessments (Non IB/MYP related)

At times at the MYP and DP level, outside test centre agencies such as SAT and ACT communicate with Southbank International School to invigilate at their test centres or to use their trained invigilation staff to assist with outside assessments.

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The SLT ensures compliance with applicable national and local authority legislation and formulates all relevant policies with regard to this.

This policy is constructed with regard to the Special Educational Needs and Disability Code of Practice May 2015.

At Southbank, Special Educational Needs are referred to as Learning Support.

Appendix 1 Enrichment Statement

Abstract

This policy outlines the types of provision for enrichment. It is intended to provide a consistent framework and to ensure that all students have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning.

Definition and identification

A definition of an exceptionally able student is a student with ability beyond the band for their age group.

The ways in which an exceptionally able student can be identified include

- the necessity for teachers to consistently differentiate beyond the level required for other students in order to cater for the student's high ability
- results of formative and summative assessments
- results of standardised assessments, for example reading assessments, ISA assessments
- records from previous school
- parental and teacher observations.

Differentiation for enrichment

Teachers, along with School Heads, Heads of Faculty/Heads of and Deputy Principals are responsible for ensuring that exceptionally able students are challenged through differentiation.

Teachers are required to demonstrate in their planning, how they are differentiating for the whole spectrum of children, including those who are very able.

Teaching strategies and provision for exceptionally able students include

Primary, Middle and Diploma Years

- when introducing a new unit of work, testing prior knowledge and using this as a starting point for students' learning
- planning for extra challenge and increased depth of conceptual understanding within the subject, rather than providing more of the same
- offering open ended inquiry-based tasks
- providing higher order thinking and problem solving activities
- providing scope for intellectual initiative (self reliance/independence)
- encouraging the use of ICT for research and development of higher order thinking
- ensuring appropriate pace and goal setting
- facilitating students' own evaluation of their learning.
- ensuring quality assessment and focused feedback
- providing for collaborative learning between exceptionally able students
- arranging and encouraging meetings of like-minded students

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- arranging extension activities and work sessions
- encouraging students to take on roles of responsibility
- engaging the students' interest at home by providing suitable stimulation.

In addition - Middle and Diploma Years

- ensuring preparation for advanced subject levels
- promoting involvement in opportunities such as Model United Nations, external Mathematics competitions, United States Academic Decathlon Pentathlon
- providing prior access to university level courses
- providing guidance for entrance to highly competitive courses at top universities.

Where a student's academic attainment is well above the band for their age group (verified by an educational psychologist), the student is regarded as having a special need and teachers, in consultation with the Learning Support teacher, plan additional provision. Provision includes an International Individual Learning Plan. The Individual Learning Plan includes the following:

- planning according to the educational psychologist's recommendations
- involvement of the parents
- at primary level the student may join a higher grade for a subject in which they are exceptionally able
- the student may receive support from the Learning Support teacher in an extension group or one to one
- possible provision of a mentor and time within the school programme to assist with a particular area of aptitude
- the plan is reviewed termly at primary level and quarterly at secondary level
- all plans are submitted to the Principal at primary level and to the Deputy Principal Middle or Senior School.

Resources available for the identification and teaching of gifted and talented students

Resources available for the identification and teaching of gifted and talented students include

- consultation with the PYP Coordinator/Deputy Principal Middle or Senior School and Learning Support teacher
- Learning extension resources located with the help of the Learning Support teacher and/or kept on the school server
- membership of organisations such as the National Association for Able Children in Education NACE, (specialising in supporting teachers in providing teaching and learning for able, gifted and talented students)
- IB publications: 'Teaching students with particular special educational and learning needs – a resource for schools 'Gifted and Talented'; 'Special Educational Needs within the International Baccalaureate programmes'.
- Access to the IB on-line curriculum centre
- Access to professional development.

Appendix 2

The criteria by which a student is admitted to learning support/entered on the learning support register include the following:

The student has first received extra, targeted support and appropriate interventions from the class teacher, which has not resulted in the student making the expected progress and other factors, such as EAL can be ruled out.

The student has been assessed by the Learning Support teacher using standardised tests and/or by internal/external assessments and/or by an educational psychologist and assessment evidence shows that despite previous intervention, the student is a year or more behind in literacy or mathematics attainments e.g. reading accuracy or comprehension, spelling, arithmetic.

The student has been assessed by an occupational therapist or speech and language therapist and a written report states that the student is a year or more behind in motor or speech and language development.

The student has been assessed by a neurologist and a written report states that attention deficit is impacting negatively on the student's day to day academic functioning and medication has been prescribed.

The student has been assessed by a doctor and a written report states that their condition is impacting their day to day academic progress negatively.

The student has been assessed by a doctor and a written report states that their condition requires reasonable adjustments to be made in order for them to access the curriculum.

The student has been assessed by an educational psychologist and a written report states that their ability is significantly in advance of the band expected at their chronological age, therefore they need special provision.

Specific skills or abilities that cannot be assessed in the above ways are assessed by means of observation and recording.

The Student Support Services Team, which includes the Principal, has examined the evidence and has agreed that the student is eligible for learning support/should be entered on the register.

NB All written reports, on the basis of which a decision is taken, are recent and following this, progress is documented half-termly/termly by means of an IILP.

The criteria by which a student exits Learning Support/is removed from the Learning Support Register include the following:

The student has been re-assessed by the Learning Support teacher using the same standardised tests used for entry and/or by internal/external assessments and/or by an educational psychologist and assessment evidence shows that the student is progressing at an age appropriate rate in literacy or mathematics attainments e.g. reading accuracy or comprehension, spelling, arithmetic.

The student has been re-assessed by an occupational therapist or speech and language therapist and a written report states that the student is progressing age appropriately in motor or speech and language development.

Specific skills or abilities have been reassessed by means of observation and recording and this shows that the student is progressing at an age appropriate rate.

The class teacher and the Student Support Services team, which includes the Principal/ Deputy Principal, have examined the evidence and have agreed that the student is able to exit learning support.

Any necessary final decisions regarding students being admitted to learning support /entered on the learning support register and students exiting learning support /being removed from the learning support register, rest with the Principal.

At Primary Level, the criteria by which a student is admitted to/exited from Literacy Support are agreed by the Student Support Services team.

Appendix 4 Referral to Learning Support Form

Referral to Learning Support Form – Student Support Services Team

Referral Procedure

- A teacher who has a concern about a student, fills in this referral form and sends it to the learning support teacher.
- The Student Support Services Team discuss the referral to establish whether the student’s needs can be met in the classroom, or in literacy support, or whether the student may need further help.
- If it is decided that the student may need further help, the parents are made aware. The learning support teacher gathers information from all relevant sources eg from teachers and parents and by means of observation and screening of the student.
- Once the assessment is complete, a plan for support/ action is developed. Action may take the form of further support from the class teacher, with recommendations from the learning support teacher, in-class support from the learning assistant, an individual learning plan and timetabled support from the learning support teacher (if policy criteria are met), or referral to an outside specialist.

Student		Date of Birth	
Grade		Date	
Class Teacher			
Teacher making referral if different to class teacher			
Concerns and strategies already used in class have been shared with parents: please tick			<input type="checkbox"/>

Reason for the referral (your specific concerns)

What strategies have already been implemented in order to help this student and how effective have they been? Please explain both.

What are the student’s areas of strength?

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Other relevant information/comments eg home language/EAL, significant background details etc