



Learning Support Policy

At iCAN British International School we believe that each child is special and that all have unique talents, interests and strengths.

We recognise our responsibility to nurture our children, whatever their individual needs, and encourage and help each child to reach their full potential, not only intellectually, but also physically, creatively, emotionally and socially.

We believe in creating an inclusive environment where all children, parents and staff can feel a valued part of the school community.

Where children have language and/or learning support needs we will ensure that their time and education at iCAN is enriched through a broad and balanced differentiated curriculum supported by skilled, committed and enthusiastic staff.

Who needs Learning Support?

A child is considered to have Learning Support needs if they require additional provision over and above that which is normally provided for them within their classroom setting. These children may be children with diagnosed additional learning needs such as dyslexia, Autistic Spectrum Disorder (ASD) and Specific Language Impairment (SLI) but may also include children with other Speech, Language and Communication Needs (SLCN), emotional, social and behavioural needs or those who need support to catch up in areas they may have fallen behind in. Children may also have an English as an Additional Language Need (EAL) (refer to EAL Support policy.)

Our aim is to ensure that children who need learning support are able to participate in all aspects of school life and:

- Achieve the highest possible standards within their capabilities.
- Acquire and/or maintain a good level of self-confidence and esteem.
- Acquire skills to the best of their potential.
- Have access to a full and differentiated curriculum.
- Participate fully in the wider school community.

Objectives of Learning Support

- To identify as early as possible, individual children's additional learning needs.
- To engage with and enlist the support of relevant external services (where possible) for the children and families receiving support from the Learning Support Team.
- To ensure all children experience a broad, balanced, relevant and differentiated curriculum.
- To ensure appropriate resources are available to support the needs of the children.
- To ensure staff feel empowered and able to meet the needs of the children in their classes through appropriate support, training and adequate provision of available resources.
- To integrate as fully as possible those children with any sort of additional need.

Admissions arrangements

Please refer to the schools admissions policy for information on this issue.

Access to the curriculum

To accommodate learners who are designated as having language or learning needs, the school provides:

- A programme of support for each child, designed to target their specific areas of need.
- A teaching programme differentiated to meet the individual needs of each particular child.
- Specialist teaching or classroom assistance, enabling appropriate access to the curriculum.
- Reviews of the programmes of support
- Learning reviews (reports).

iCAN aims to ensure that all pupils are included within the activities and social fabric of the school. This means that every effort will be made to ensure the child receives support in a way that is non-disruptive to her or his school day. However, in the best interest of the child, there may be occasions where the best course of action involves brief periods of classroom withdrawal to provide specific or intensive periods of study.

Referral process

The children and level of support provided by the Learning Support Team will be decided based on the following process:

Stage 1:

Any concerns about a particular child or aspect of learning support is recorded on a 'concerns' sheet. The learning support team discusses appropriate course of action and by whom. Can the issue be addressed by class teaching? The learning support facilitator (LSF) can offer advice to the learning facilitator (LF) and/or the learning support assistant (LSA) on how to support the child as necessary within the normal classroom setting.

*Any concern about a child protection issue is to be reported directly to the principal.

Stage 2:

The learning support team can provide in class, group or individual support (for example; phonics, reading, additional maths support or a nurture group) to a child who needs some additional help with a particular area of their learning but who does not require outside assessment or continuous 1:1 support.

Stage 3:

An Individual Learning Plan (ILP) with personalised targets will be set up if the child already has a diagnosed learning need or has shown signs of needing more continuous support with any area of their learning (for example; emotional, social, literacy, numeracy, information processing.)

Identifying the level of need and setting targets will result from:

- Consultation with the class learning facilitator
- Discussions and observations with the child
- Reference to literacy and numeracy assessment guidelines and expectations for each year group depending on the type of need
- INCAS results

The targets are set up from a discussion between the learning support facilitator and the class learning facilitator, and the child where possible to address barriers to children's learning.

The document will contain the planned steps to help support the child to achieve the targets. The targets may be addressed by the learning support facilitator or the learning support assistant and reviewed every 6 weeks but may change depending on the need. The class learning facilitator will set up an initial meeting with the child's family to inform them that they will be receiving extra focussed learning support and the ILP will be shared with them.

Stage 4:

Any child whose support will be informed and supported by external assessment and engagement with external agencies. The child's family will be involved in discussion and further exploration of the child's needs as well as regular communication about progress. The liaison will be between the learning support facilitator and may involve the class learning facilitator.

Record keeping

The Learning Support Team keeps records of concerns and the programmes of support that the children are part of at every stage. These records will be kept and maintained in electronic form by the learning support team.

The following information will be kept in the child's learning support file if they are Stage 3 or 4:

- The child's individual learning plan.
- Any correspondence regarding the child.
- An ongoing record of any meetings held regarding the child.
- A record of previous support programmes, individual assessments.

Learner participation

Our iCAN team will work to ensure that learners are fully aware of their individual needs and the targets contained in ILPs. Steps will be taken to involve learners, as much as possible, in decisions which are taken regarding their education. Learning support facilitators will update relevant specialist learning facilitators to ensure that children's needs are known and supported.

Family partnership & home school liaison

At iCAN we recognise the valuable part that families make to the education of their children. We therefore encourage all families to take an active role in their child's education. The Learning Support department will meet as regularly as possible/necessary with families of children in the care of the team. The purpose of these meetings is to include parents in their children's learning and enable good home/school partnership in the interests of the child's welfare and learning.

Ideas and materials for supporting learning at home will be discussed with families and distributed on request.

The Learning Support Team will also contribute to family coffee mornings during the year to include families in school life as well as provide an opportunity for them to ask questions about learning and support for their children.

Professional development

Professional development will be made accessible for all members of staff. Training will be provided where there is deemed to be a recognised need and will be carried out in accordance with the schools professional development policy. It may be delivered in one of the following ways:

- Individual members of staff within our school who have a designated specialism
- External consultants/trainers

A record of all Learning Support training delivered and subsequent evaluations will be kept by the Learning Support Team Leader.

The role of the Learning Support Team

The Learning Support Team is responsible for:

- The day to day running of the Learning Support policy in conjunction with the principal.
- Liaising and advising all staff members, teaching and non-teaching.
- Coordinating the assessment of and keeping records for the children with learning support needs.
- Contributing to in-service training for staff.

- Creating programmes of support in liaison with the class to provide adequate and appropriate support to the children referred.
- Maintaining close links with parents of children with learning support needs.
- Maintaining links between school and external agencies that can support both the school and the families of the children in the team's care.

This policy will be reviewed on an annual basis to ensure it is supportive of our vision:

To inspire every child to recognise their full potential, believe they can make a difference and respect themselves, others and the world in which they live.