



International School of **London**

Last reviewed August 2018

LEARNING SUPPORT/SEN POLICY SEPTEMBER 2018 to JULY 2019 THE INTERNATIONAL SCHOOL OF LONDON – LONDON CAMPUS

Mission Statement

Diversity – Passion – Identity – Understanding

The International School of London Group is a culturally diverse community which fosters a passion and enthusiasm for learning, through outstanding educational practices. Students' cultural and linguistic identities are valued and nurtured through our international curriculum and Mother Tongue programme. Our school develops the attitudes, skills and understanding needed for active and responsible contributions to both local and global communities.

At the International School of London, we believe in:

- Empowering students to maximise their learning opportunities and to fulfil their potential
- Actively integrating cultural diversity in the curriculum
- Creating inclusive, vibrant and innovative learning communities
- Offering a diverse and extensive international programme that supports personal, social and professional growth
- Treating all members of the school community with respect, honesty and integrity

PHILOSOPHY & GOALS

At the International School of London – London we understand that there are a large number of reasons why achievement of any one pupil can be adversely affected and thereby deny that individual an opportunity to enjoy a broad, balanced and relevant education. Our ambition is to enable these learners to achieve their full potential in school, be included fully in their school communities and make a successful transition to adulthood and the world of further education, training or work.

ISL London takes account of the context, both national and curricular, within which it exists in supporting students who are identified as requiring additional learning support.

The school will abide by the Independent Schools Standards (England), the Equality Act 2010 and any other relevant statute or guidance in respect of its learning support practice and policy.

The school will use the SEND Code of Practice 2015 as a guide to inform its procedures and to ensure it adheres to all statutory requirements.

The school will also abide by any relevant requirements and practices as set out by the International Baccalaureate - which authorises the school to run IB programmes - and standards of the Council of International Schools, by whom the school is accredited.

ADMISSION

On admission, the learning support staff at ISL London will require the most recent school reports, educational psychology assessments and other relevant therapist reports that will address concerns and identify the needs of the learner. This will result in the preparation of an accurate individualized educational programme or Pathway Plan for the learner. Parents and guardians may seek an assessment privately or through the guidance of the school system.

LEARNING CHALLENGES

The four new SEND Categories are Communication and Interaction (for example speech and language), Cognition and Learning (for example dyslexia and dyscalculia), Social Mental and emotional health and Sensory and/ or physical (for example hearing impaired).

Pupils may need support if they have:

- A cognitive disadvantage which affects their ability to learn at the same rate as the majority of their peers
- A specific learning difficulty which may or may not be linked to a cognitive disability
- A speech and language impairment which may affect their ability to comprehend
- A behavioural impairment affecting their ability to concentrate and therefore learn effectively
 - A sensory impairment
 - A physical disability
 - An emotional disability which can affect their ability to learn
 - A syndrome which limits the extent to which they can access the curriculum as easily as their peers
- An extended period of absence. This could occur for a variety of reasons
 - Pupils who speak English as their second language
 - Pupils who speak English as a foreign language
 - Pupils who speak a different language at school to the one they speak at home, but in addition have a learning difficulty as well.
- A combination of any of the needs listed above

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Section 312, Education Act 1996

PRINCIPLES AND POLICIES OF THE LEARNING SUPPORT PROGRAMME AT ISL LONDON

Our principles and policies are:

- a) The culture, practice, management and deployment of resources in learning support are designed to ensure that all learners' needs are met.
- b) The Learning Support staff - jointly with the members of the relevant faculties will ensure that any learner with special educational needs is identified early.
- c). The Learning Support staff provide induction workshops, training and updates on SEN and Learning support to staff in the school.
- d) The Learning Support staff, school and relevant settings will exploit best practice when devising interventions.
- e) Those responsible for special educational provision will take into account the wishes of the learner concerned, in the light of their age and understanding.
- f) The Learning Support staff and parents work in partnership.
- g) The learning support staff will take into account the views of the individual parents in respect to their child's needs.
- h) Interventions for each child will be reviewed regularly to assess their impact, the child's progress and the views of the child, their teachers and their parents

IDENTIFICATION

Where a pupil is not making progress as expected in class, the teachers will refer them to the learning support staff – primary or secondary. The referral procedure involves, all the relevant teachers. All communication is documented including that of the parents and/or guardians.

The graduated approach of Assess, Plan, Do and Review is used. Screening and assessments in an educational context will take place to establish the extent of the learner's difficulties, the extent to which they disadvantage the learner and to advise how the learner's special needs might be met.

Below is an outline of the stages of this procedure:

Stage 1/ SEN Support

- Learner's name will be registered with the relevant Learning Support Coordinator or SENCO.
- Inform parents of the educational and possible behavioural concerns of the learner.

Stage 2/ SEN Support

- The learning support staff assess information that has been collected from teachers and parents. This will include information about the learner's early development, family background, medical history, activities/ behaviour and educational history.
- Appropriate assessment will take place either privately or through the guidance of the school system.
- Recommendations of support for the learner would be made.
- An individualised learning support programme/ Pathway Plan will be designed.

Stage 3/ SEN Support - Levels of intervention

- Level 1 – Additional help from class teacher
- Level 2 – In class support or focused individual work including counselling
- Level 3 – Direct individual or small group support on a daily basis including counselling

- Level S1 – Substantial long-term direct support from specialist services. A student at this level will have a statement of special educational needs/ Education Health and Care Plan (EHCP)

DISTRIBUTION OF INFORMATION

Staff are made aware of the confidential nature of this information through guidelines that have been issued in the Learning Support website.

Information is updated as new situations occur. Distribution takes place as follows:

- Updates for the pupils information section of the SharePoint SEN - Learning Support website
- Via briefing notices- subsequently posted on the staff room notice board 5 days
- By information contained in the Provision Maps
- By informal notes sent from the learning support team to particular staff
- By information published about diagnostic and screening test results
- By updating results from learning support summer review testing
- By publishing information from a variety of outside professionals
- During meetings called by Learning Support staff which is focused on the needs of one particular pupil
- By telephone or email as appropriate to the situation

INCLUSION

By these means, staff, at the International School of London – London are able to identify and provide for these pupils with learning challenges. Wherever possible we encourage these students to join in the mainstream activities of school- in so far as is reasonably practical. However, the school has to also consider the efficient education of all its pupils with whom they are being educated.

Staff are aware that at the International school of London - London, provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the Head of School, relevant IB Coordinator and the learning support team, ALL other members of staff have important responsibilities in helping the pupils in the group access the curriculum.

This makes the continuous cycle of planning, teaching assessment and evaluation very important because it requires every teacher to take account of the wide range of abilities, aptitudes and interests of the pupils. The responsibility for disseminating this whole school approach lies with the Head of School.

INCLUSIVE ACCESS ARRANGEMENTS

As part of our inclusive access policy, accommodations and recommendations are applied for from the IB, this enables students to have access arrangements in examinations such as extra time of 10%, 25% or 50%, reader, scribe, braille, coloured paper, rest breaks, use of a laptop, modifications to the visual complexity of an examination paper or modifications to the language of the examination paper can be made. Thus the school makes reasonable adjustments as required by the Equality Act 2010 to enable students to have any access arrangements in examinations that have been agreed by the IB. Access arrangements reflect each student's normal way of working as students have accommodations and recommendations for end of unit tests, examinations, coursework and assignments. An up to date report from an Educational Psychologist, Clinical Psychologist, Speech and language therapist, Occupational Therapist, Specialist Teacher or external professional as approved by the IB is required for an application on accommodations and recommendations to be made to the IB for external examinations.

For students in Grade 11 and 12, accommodations and recommendations are applied for from the IB by Paul Morris, Deputy Principal Diploma College / IBDP Coordinator

(A list of accommodations for students completing the DP can be found in the IB document 'Candidates with assessment access requirements')

Parents can contact Ms L Ivery (SENCO – maternity cover) at livery@isllondon.org or via phone at 0208 992 5823 or by letter.

Parents of students in Grade KG to Grade 5 can also contact Ms Firebrace, the Primary Principal at kfirebrace@isllondon.org or via phone at 0208 992 5823 or by letter.

Parents of students in Grades 6 to 10 can also contact Mr Rose, the Secondary Principal at prose@isllondon.org or via phone at 0208 992 5823 or by letter.

Parents of students in Grades 6 to 10 can also contact Mrs Hakim, Head of Student Support at ISL London, at chakim@isllondon.org or via phone at 0208 992 5823 or by letter.

Parents of students in Grades 6 to 10 can also contact Mr Hull, Head of Pastoral at ISL London, at mhull@isllondon.org or via phone at 0208 992 5823 or by letter.

Parents of students in Grades 11 and 12 completing the Diploma Programme can contact Mr Spinks, Head of Student Welfare, at dspinks@isllondon.org or via phone at 0208 992 5823 or by letter.

Parents of students in Grades 11 and 12 completing the Diploma Programme can also contact Mr Morris, Deputy Principal Diploma College/ IBDP Coordinator at pmorris@isllondon.org or via phone at 0208 992 5823 or by letter.

PARENT PARTNERSHIP

ISL London has regard to the Code of Practice 2015 and the Disability Act 2001 when carrying out its duties towards all challenged pupils. Parents are included in any decisions when Learning Support provision is being made for their child.

The school regards liaison with parents as very important; it recognizes that parents play a key role in enabling challenged pupils to achieve their potential.

We acknowledge that parents often hold key information about their child- and that usually they have a lot of experience dealing with that child. We listen to their views.

The progress of students with SEND is monitored and evaluated by the Learning Support Team, SENCO and Mrs Hakim (Head of Student Support at ISL London), Parents are invited in at least once each term to discuss progress and to evaluate existing provision, and students also participate in meetings as appropriate. Some parents prefer to meet initially and then discuss via telephone and or email.

PUPIL PARTNERSHIP

At ISL we know that young people often have a lot of knowledge about their own needs- and about the sort of help they would like. We will involve them in decisions where it is feasible to do so. We encourage them to help them make the most of their education.

- They are invited to participate in discussions regarding their individual educational programmes or Pathway Plan
- The school has also established an ethos in special needs whereby pupils can make informal appointments to discuss their own concerns

ASSESSMENT

Assessment begins when a pupil enters the unit. Assessment is used to identify the challenges that the pupils face. After this assessment, there are continuous assessments carried out.

We measure:

- ⇒ Various areas of cognitive ability
 - ⇒ Literacy and Numeracy testing
 - ⇒ Processing speed tests
 - ⇒ Phonological testing
 - ⇒ Motor processing speed tests
 - We look at each individual pupil's learning style
 - We use evidence from the form tutor's observation and assessment
 - We look at pupils' performance as measured against the level of descriptions within the PYP, MYP and IB Diploma programmes
 - We use information from primary school where applicable
 - We monitor the progress of those very few pupils who are being educated out of their academic year group
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- A specialist induction programme is in place to ensure all the school colleagues are made aware of the profile of the new pupils as soon as possible

MONITORING STUDENT PROGRESS

We define adequate progress according to each individual pupil's situation. Depending on the profile of the pupil concerned this might be learning which:

- Closes the attainment gap between the pupil and his/her peers
- Prevents the attainment gap getting wider
- Is similar to that of their peers starting from the same attainment baseline, but may still be less than that of the majority
- Matches or betters the pupils' previous rate of progress
- Ensures access to the full curriculum
- Demonstrates improvement in organizational, social or interpersonal skills.
- Demonstrates measurable & sustained improvements in the pupil's behaviour
- Demonstrates measurable & sustained efforts in the pupils' motivation
- Is likely to lead to appropriate examination entry
- Is likely to lead to participation in further education, training and/or employment

PROVISION MAPS

At ISL London - the provision map is for a pupil at stage 2, stage 3 / SEN Support and includes information on:

- The pupil profile
- Provision put in place

- Teaching strategies to enable learning to take place
- Subject targets set by teachers
- The review date

Staff records the successes of the strategies used and the progress made. Provision maps are reviewed on a regular in accordance with the requirements of the SEND Code of Practice 2015.

Parents' views on their child's progress are discussed at this time. The pupil is also invited to contribute to the review process.

REVIEW

The pupil, the parents and the learning support team will review diagnostic reports obtained from a Chartered Educational Psychologist or a qualified specialist teacher. This will include individual educational programmes at least annually. The purpose will be to determine whether any amendments are needed:

- To the description of the pupils needs
- To the special educational provision specified in the statement

The annual review also focuses on the achievement as well as ongoing difficulties. Parents should be aware that the year 11-transition review is particularly significant as it helps to prepare the pupil for:

- Future employment
- The further education sector
- Or work based training
- Higher education and adult life

CONCLUSION

The purpose and nature of the assessment, how the results will be used and to whom they will be communicated, will be clearly explained to the pupil and parents and any other professional involved beforehand. There must be a written agreement as to who will have access to the results.

All record sheets and personal data will be stored securely, and in accordance with the General Data Protection Regulation GDPR, so that only authorized personnel can access this confidential information.

APPENDIX

There are two full-time and one part-time specialist learning support teachers employed at the school as well as two full-time learning facilitators.