

# THE NEW SCHOOL ROME

## The New School Learning Support Policy

to be reviewed September 2018

At The New School, we aim to cater for the individual needs of all students in our care. In order to do this, we recognise that some students may, at times, require additional support.

We aim to

- enable all students to access the curriculum
- provide effective support tailored to the needs of each individual
- identify students' difficulties quickly and effectively
- support teachers through a clear framework, professional expertise and training
- involve parents through clear procedures and dialogue
- involve students, enabling them to develop a sense of responsibility, self-awareness and self-confidence.

In order to do this we

- organise individual teaching where necessary throughout the school.
- organise intervention from outside consultants/specialists (Educational Psychologist, Speech/Language therapist, Occupational Therapist, Play therapist) (currently paid for by parents)
- the Learning Support Coordinator oversees the process, to ensure continuity throughout the school.
- ensure effective communication between Class teacher, LS teacher, LS coordinator, parents and students.
- review progress regularly and adapt support accordingly (November, March and May, following assessment times)
- ensure progress by following the *3 Steps to Success*

### 3 Steps to Success

#### **Step 1: In class strategies**

When teachers are concerned that a student is experiencing some difficulty in a particular area, they will support them in class by differentiating work and /or putting into place classroom strategies. The Learning Support coordinator can suggest

strategies to help the child in class and the child's progress is monitored regularly. Parents are informed of the differentiated strategies and, where appropriate, are encouraged to become involved. (eg. through homework activities or by supporting agreed behavioural strategies for example).

### **Step 2: Focused 1:1 support with the Learning Support teacher, following specific Learning Goals (IEP)**

If a student continues to experience difficulties, more intensive support will be organized. At this point the class teacher and Learning Support teacher will draw up a number of specific Learning Goals. These are set out on a document (IEP) and will be shared with the student and their parents. Goals are reviewed termly, (November, March and May) in consultation with the student and parents.

### **Step 3: Referral to an external consultant (eg. Educational Psychologist, Occupational, Play or Speech/ Language Therapist)**

If a student continues to have particular difficulties after progressing through steps one and two, following discussion with the parents, recommendation will be made for evaluation by an external consultant. Subsequent to the evaluation, findings will be shared by the consultant with parents and teachers, and following this also with the student. New targets may be established, and changes may be made to the type and frequency of support.

At present outside evaluations are paid for by parents who will be asked to sign a consent form before the evaluation is confirmed. Some employers may reimburse these fees. In this case we will provide the necessary documentation to assist with this.

On occasions this process may be accelerated or steps omitted, due to the nature of the difficulties (eg speech and language) and age of the student.

### **A personal curriculum**

Occasionally it may be necessary to modify the content of the curriculum for a particular student. Such a decision will be taken on the recommendation of teachers and outside consultants, and after discussion with the parents and student.

### **Assessment, Examinations and Reports**

Students with Specific Learning difficulties, and all those receiving LS support, have the right to a variety of special allowances for all testing (internal and external, primary and senior), in line with guidance from examination boards, the law and good practice. For internal testing, class and subject teachers will ensure these

students are catered for. The LS coordinator and examinations officer will ensure that all necessary documentation is obtained for students taking external examinations.

A record will be kept of students who have received special allowances during assessment or other activities.

### **When support is no longer necessary**

Once a student has achieved all of their targets and is working at the appropriate level, the amount of support will be reduced gradually. This will take place by retracing steps three to one, until support is no longer necessary. Progress will continue to be monitored termly to ensure that support is not withdrawn prematurely.

### **Admissions and assessment of new students.**

Information regarding the specific needs of prospective students will be gathered at interview with the Chairperson/headteacher, through the application form, and when possible by meeting and assessing the student.

When deciding whether to offer a place, the Chairperson/headteacher will liaise with the Learning Support team as well as with the relevant teachers and consider both the needs of the prospective student and those of the group into which they will be placed. Parents will be asked to confirm provision of support in line with the 3 steps to success as a condition to being offered a place.

All new students will be assessed on entry, in line with present assessment calendars. Concerns will be shared quickly with the Learning Support team. The pace at which new students progress through the 3 steps may be accelerated when necessary.

### **Documentation**

A whole school Register of Individual Needs is kept on the drive and updated yearly by the LS Coordinator.

In addition, a LS folder for each Year group will be kept on the drive. It will contain an overview of LS needs and provision for the current year as well as folders for students receiving support. Paper copies of IEPs, Evaluations and other relevant documents will also be put into the students' files in the office.

### **Reports**

The LS teacher will provide input to the relevant teachers for all students receiving LS support. Primary children on 1:1 and senior students having LS support will receive a specific LS report as part of their usual school report. All teachers will take into account the specific needs of students with specific learning difficulties in the wording and grading of their reports.

### **LS teacher/coordinator responsibilities**

- Deliver 1:1 support lessons
- Discuss differentiation and classroom strategies for students with needs
- Develop and update timetable in liaison with relevant teachers and coordinator
- Assist teachers with writing IEPs and reviews
- Liaise regularly with class and subject teachers
- Order resources
- Maintain the LS room/meet with outside consultants as necessary
- Attend CPD as necessary
- Write reports for LS students
- Organize and update documentation
- Oversee calendar , timetable, reviews and IEPs
- Write and update LS register
- Write and update policies
- Contact outside consultants and organize evaluations. Ensure their involvement in target writing and reviews
- Meet with parents along with teachers when necessary
- Inform staff of developments in LS
- Inform teachers of specific needs in school
- Organize CPD on LS issues for teachers
- Assist the Chairperson with admissions
- Work with examinations officer to ensure special allowances for examinations and testing

### **Class /Form teachers**

- Differentiate work to cater for individual needs
- Identify students requiring support
- Set targets and monitor progress in liaison with the LS teacher
- Inform parents of group support, request consent for 1:1 support
- Write and review IEPs with the LS teachers
- Share IEPs and reviews with parents
- Meet with consultants as necessary
- Meet with LS Coordinator as necessary
- Provide special allowances for testing for students with SLD and those receiving LS
- Show sensitivity towards the needs of students with SLD when grading and wording reports

All teachers

- Cater for the individual needs of students through differentiation and strategies
- Attend CPD on LS issues as necessary

#### Chairperson(Headteacher)

- Gather information on the individual needs of prospective students and communicate this to LS Coordinator and relevant teachers
- Discuss needs of prospective students with the LS Coordinator and relevant teachers before offering a place.
- Consider both the needs of present and prospective students when deciding whether to offer a place

#### **NB**

#### EAL

Given the international nature of the school it is important to distinguish between learning difficulties and EAL.

#### More able students

Students who are recognized as being significantly more able (above expected) academically may also require differentiation and possible modification to their curriculum. A record will be kept on the register of individual needs, and if necessary in the students' folders on the drive.

Legge 170. The New School complies with this legislation as well as taking best practice from the UK.

#### Tutoring

Teachers are sometimes approached by parents to tutor their children. In the interest of clarity, Primary teachers will focus only on aspects usually covered by parents (eg. reading in English and homework) and not learning support, which will be provided by the LS teacher. In the Senior school it may be appropriate for support to be provided by subject teachers, where subject specific expertise is required.