

Learning Support Policy

La Garenne International School



Last reviewed on: September 2019

Next review due by: September 2021

Philosophy:

Learning Support Philosophy

“If a child can’t learn the way we teach, maybe we should teach the way they learn”

- Ignacio Estrada

In line with the Framework for Action on Special Needs Education that was adopted by the World Conference on Special Needs Education organized by the Government of Spain in cooperation with UNESCO in Salamanca in 1994, La Garenne agrees that :

Special needs education incorporates the proven principles of sound pedagogy from which all children may benefit. It assumes that human differences are normal and that learning must accordingly be adapted to the needs of the child rather than the child fitted to preordained assumptions regarding the pace and nature of the learning process. A child centred pedagogy is beneficial to all students and, as a consequence, to society as a whole.

Definition of Learning support

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children 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
- for children aged two and over, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
- A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

At La Garenne we pride ourselves on being able to support students with mild to moderate learning needs as well as students who are gifted. Classroom teachers are sensitive to the needs of individual students and work closely with the Learning Support specialist to help identify, support and monitor children who may require additional support or extension and challenge. We strive to enable students to become independent learners and enhance the self-esteem and self-image of the learner.

At La Garenne we aim to:

- enable students to become independent learners and to monitor their own progress
- develop self-esteem and positive attitudes about school and learning
- assist students to participate in the appropriate curriculum for their age
- provide additional teaching and support
- involve parents in supporting their children through effective communication
- promote collaboration amongst teachers in the implementation of whole-school policies on learning support for students
- develop appropriate individual teaching programmes
- intervene at the appropriate time in order to enhance learning and reduce difficulties in learning

The management of Learning Support provision

The Learning Support Coordinator at La Garenne International school is Mrs Eurgain Vinatier . Her role is to identify the students who have additional needs and coordinate their support in collaboration with the school Director, Mr Grégory Mean Head Teacher, Mr Derek Lineman, the Head of the primary section, Mrs Danielle Allard, the Curriculum Coordinator, Mr Adam Jozef and the Head of Boarding..

Staffing and Funding

- The Learning support team is led by the Learning Support Coordinator . Currently there is a team of 4 within the department. Two qualified SENCO'S and two learning support teachers. Each student who receives support by the Learning Support Department will be invoiced to the parents.

The delivery of Learning support at La Garenne

Learning support is overseen by the Learning Support Coordinator in both the primary and secondary sections. The day to day teaching of all interventions in the primary section is delivered by Heather Minton. In addition to the teachers job description in the Teacher Handbook, The Learning Support teacher is responsible for:

- Creating and managing Individual Education Plans (IEP) and student passport for students with the highest needs.
- Providing staff and parents detailed information about the students' progress and academic and learning difficulties
- Setting up classroom support and assessment accommodations
- Screening students who might require intervention (through observation, referring to student files, gathering information from teachers,)
- Providing support in a variety of different settings both in class and withdrawal, based on need.

Learning Support Decision Making

The relevant section principals (primary and secondary section) and the Learning support teacher discuss all students that are referred to them and decisions are made with input from the teaching staff .

Admission

In accordance with the admissions policy, all new students are required to inform the school of any learning difficulties. Students new to La Garenne may be referred to the Learning Support teacher and admitted into the Learning Support programme based on previous school records and specialist reports that have identified specific learning difficulties. If existing records and reports are insufficiently detailed, the school may ask that additional assessments take place. The Learning Support Coordinator is part of the admissions team and reviews all SEN applications to the school.

In school student referral

Classroom teachers may refer a student to the Learning Support teacher who will conduct a series of classroom based observations of the student. Parents will be contacted at this point. Students who are on the Learning Support Register are also discussed at the weekly academic staff meetings. Teachers are able to voice their concerns and flag any new students during these meetings. Referral forms are available on the Learning Support Website.

The use of CAT4 assessments in school, which measures the four main types of ability known to make a difference to learning and achievement (verbal reasoning, non verbal reasoning,spatial reasoning and quantitative reasoning) also provides the school with an independent perspective on potential pupil achievement, with reliable information for each child that will help identify where to provide extra support or set more challenging targets. PASS (Pupil Attitude to Self and School) are also administered to flag up any students with low self esteem and / or negative attitude towards school and themselves.

Learning Support Register

All information about student's learning needs can be found on ISAMS and on the Learning support Website. All appropriate records are reviewed and updated regularly. Teaching staff do not have access to the Psychological Educational report, unless deemed necessary. The Learning Support Coordinator ensures that all teaching and boarding staff are kept up to date with any relevant and changing information regarding a student, by weekly meetings.

All teachers have access to the Learning Support Website where they can find the learning support register, strategies to be used with individual students, general strategies and video clips, IEP's and referral forms.

Provision

Level of provision

- The learning support coordinator assesses each case individually and provision can range from 40 minutes sessions(1:1) twice a week up to 5 weekly 40 minutes sessions depending on the severity of the learning needs.
- Learning support in class varies on the needs of each student.
- Support during study times in the boarding house - secondary school.
- All teachers differentiate according to the needs of the students.
- Gifted and Talented students are given extension work when necessary and are encouraged to join specific after school clubs.

Exam Accommodations

- Exam access accommodations are noted on the student passport as well as on the Learning support website and on the Learning Support Register.
- Exam access accommodations are offered for both internal and external examinations.
- The Learning Support Coordinator is responsible for the management of exam accommodations for internal exams. Teachers are required to plan their tests so that students eligible for extra time have the opportunity to have the allocated time, that the test paper is reduced, coloured paper for those that need it.
- Once the school will begin their IB examinations, the Learning Support will adhere to the [IB](#) requirements .

Individual Education Plan

An Individual Educational Plan (IEP) is created for each child receiving support from the Learning Support teacher. Parents are informed of these plans and are asked to be involved in the process. The student will also take part in the planning of the IEP. Permission of the parents is always sought before any student receives learning support.

This plan may include:

- Strengths/weaknesses (Mini section), functional limitations (MYP classes)
- Present level of performance in school
- Measurable termly and annual goals
- Lessons with the Learning Support teacher
- Referral to external support and assessment
- Assessment results

- Diagnosis (if one has been made)
- A statement of any individual accommodations

Student progress will be monitored by the classroom teacher and the learning support teacher. The IEPs of students are regularly evaluated and updated accordingly.

Resources

- The Learning Support department has a yearly subscription to Nesy reading and Nesy numbers.
- Resources are reviewed annually and updated when necessary.
- All staff are encouraged to use the information provided for them on the learning support website, which includes materials relating to SEN.
- A set of phonics books for all ages are available in the Learning support room.
- A list of resources can be found on the Learning Support website.

Specialist referrals

The opinion of outside specialists is sought when necessary and with the parents permission. The school works closely with a team of local bilingual specialists at **Cap'cham** Villars. Payment of all costs for specialist testing by outside agencies is the responsibility of the parents. The school will assist in the communication between the parent and the therapist.

Although the results of specialist testing are the parents' property, it is in the best interest of the child if all information from outside agencies is shared with the school.

Communication

There is regular communication between the Learning Support Coordinator and parents. As a school we endeavour to have an open and trustworthy relationship with the student's parents. The school seeks parental consent before any referrals are made. The school tries to meet with the parents of any student who receives learning support at least once a term to discuss the students needs and development.

Storing and Managing Information

The Learning Support Coordinator is responsible for storing and managing documents relating to students with SEN. Electronic copies of any documents are stored within ISAMS . Only the Learning Support Coordinator, Admission and Head of School have access to these documents.

Monitoring and Evaluation of Learning support provision

- The Learning Support policy will be reviewed in September 2021.

Training Opportunities Relating to learning development and Inclusion

- The Learning Support Coordinator will attend seminars and CPD courses, when available, in order to update and revise the current trends and developments in Additional Needs Education and Inclusion.
- The Learning Support Coordinator will remain informed about such development through the means of regularly reading current educational articles and visiting dedicated websites.
- The Learning Support Coordinator will facilitate in - house training via staff meetings.

Consulted documents

La Garenne Admissions Policy

The Salamanca Statement and Framework for Action on Special Needs Education