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British School of Gran Canaria
Learning Support
Policy Document

Contents

THE BRITISH SCHOOL OF GRAN CANARIA

LEARNING SUPPORT PROCEDURES

1. Scope

This document applies to all students from Nursery to Year 13 and within the South School, Tafira Primary and Secondary School.

2. Definitions

Throughout this document the following words, terms and phrases have the following meanings:

South School – the sector of the school situated in Maspalomas. This school accommodates students from the age of 3-11.

Tafira – school site in north of the island, approximately 7km from central Las Palmas.

BSGC – British School of Gran Canaria.

SEND – special education needs and disabilities.

ALN – additional learning needs.

EAL– English as an additional language.

STE – Senior Teacher - Enrichment.

LSC – Learning Support Coordinator - middle managers in Primary who are responsible for overseeing learning support.

HOS/Heads of Sector – senior staff of the school that includes the Heads of Primary (HoP) and three Senior Teachers in Secondary.

LS Register – the Learning Support Register is a list of all students who are being monitored due to having identified Learning Support Needs.

Assistant Teachers (ATs) – staff assigned for working alongside teachers and students who assist with learning, aspects of teaching and specific support for identified students.

3. Rationale

BSGC believes all children have an equal right to education and the Learning Support (LS) policy details how our school supports access to our educational provision for pupils with differing needs. The school works to provide equal access to the curriculum by eliminating potential barriers to learning and promoting equality wherever possible. (See Equal Opportunities Policy and Accessibility Plan.)

4. Introduction

The BSGC uses the umbrella term Learning Support to encompass all learning needs including special education needs and disabilities (SEND), additional learning needs (ALN), English as an additional language (EAL) and Spanish as additional language (SAL).

5. Key Government Guidance and Statutory Requirements

BSGC is guided by UK and Spanish government guidelines and expectations, regularly updating procedures to maintain high standards of compliance. Most significantly we are guided by the SEND Code of Practice with regards to our educational procedures in this area and the Equality Act which clarifies our commitment to all our students.

According to the SEND Code of Practice 2014

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others 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.

The four categories are:

1. Communication and interaction;
2. Cognition and learning;
3. Social, emotional and mental health;
4. Sensory and/ or physical needs.

The Equality Act 2010 defines a disabled person as:

'a person with a disability. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

This means that, in general:

- the person must have an impairment that is either physical or mental;
- the impairment must have adverse effects which are substantial;
- the substantial adverse effects must be long-term;
- the long-term substantial adverse effects must be effects on normal day-to-day activities.

BSGC is also guided by the Spanish Ley Orgánica 2/2006 de Educación TÍTULO II

6. The Identification of Pupils' Needs

Raising a concern:
A reasonable concern might be about a difficulty persisting over a period of time, e.g. half a term (a single observation would not really provide enough evidence). The difficulty might take the form of:

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- organisational or communication skills
- seemingly persistent literacy difficulties affecting reading, writing or spelling
- slow pace of working or handwriting and difficulty completing tasks within the time allowed
- persistent numeracy or mathematical difficulties
- essay planning and structuring weaknesses
- retention and recall difficulties for tests or exams
- a clear disparity between a pupil's oral abilities and their written output
- co-ordination, gross and fine motor difficulties.

This list is not exhaustive and any concern regarding the pupil's ability to make expected progress should be shared with the STE or the LSC. A concern may be raised in one or more of the following ways:

- By class teachers and subject coordinators through routine assessment and observations and communicated to STE/LSC via official concern form /Appendix A)
- During analysis of key assessment data used to track pupil progress: End of key stage tests /NVR/baseline assessments in primary or CAT 4 and GL Progress Tests in secondary.
- New admissions to the school with a previously identified need which is immediately communicated to the STE or LSC.
- During analysis of assessments for all new pupils entering the school (standardised reading, sentence completion and maths assessments).
- By parents who share their current concerns or a history of need.
- By pupils themselves who recognise a difficulty or challenge and who seek advice from teachers and the Learning Support department directly.
- When a pupil's level of English is significantly lower than BSGC children of the same age (standardised scores in reading or writing <90 coupled with a gap of 2 years or more learning English) then this pupil is referred to as EAL and is recorded as such on the Learning Support Register. EAL pupils are identified as part of the school's admissions procedures and their needs are catered for in an appropriate and individualised manner.

Investigating a concern:

- Any concern raised about a pupil is always brought to the attention of the Heads of Sector and LSC.
- It may be necessary to gather additional information from teachers and parents, to investigate the perceived need. This may include consultation with the Spanish Department to establish whether a difficulty is evident in the child's first language.
- Offering suggestions of possible teaching and learning strategies is sometimes the most appropriate response in the first instance. The staff member monitors the situation and informs the STE/LSC if the concern continues despite a change in approach.
- The STE/LSC may decide that further investigation is necessary. This further investigation usually takes the form of assessments to examine one or more of the following: reading, writing, spelling and processing speed. Those pupils with a standardised score <90 in any other these evaluations

are considered to have an ALN. Standardised scores of <85 indicate that a specific learning difficulty might be present. In this case the STE/LSC will recommend formal assessment by an independent educational psychologist. If standardised scores are <85 in the pupils' first language then this constitutes a significantly greater difficulty in learning than the majority of others of the same age and therefore the pupil is recorded as having SEND.

- Pupils with medical, emotional or social difficulties or needs are supported through the school's pastoral system. The STE/LSC may be consulted about their care, or asked to ensure appropriate exams concessions are in place.

- Exceptionally gifted and talented students are supported through differentiated teaching, identification of enrichment opportunities within and out of school and, at times, an amended curriculum.

Monitoring a concern

- Pupils' Common Assessment results, internal and external exam results and individual subject reports are used to monitor progress and set pupil targets for improvement.

- ALN/EAL pupils are assessed at the beginning and end of each year by the STE/LSC or an external specialist. When standardised scores are 90 or higher, these pupils are removed from the LS Register.

- BSGC requires SEND pupils to be monitored by external specialists who are requested to provide written reports of an SEND pupil's ongoing needs. Signed, original copies of these reports are kept in the Pupil Record.

7. The Communication of Pupils' Needs

- All teaching staff are required to access the LS Register at the beginning of each academic year, which denotes pupils known to have ALN/SEND or EAL. Hard copies of the LS register are kept in the STE's/Head of Primary's office/Staff Room. All copies of the LS register are updated regularly in response to updated assessments or changing needs.

- An individual pupil profile is maintained for SEND pupils on the administration system, accessible to all teaching staff. These profiles describe the individual pupil's difficulties together with suggested teaching and learning strategies, where appropriate. If a pupil's needs change part way through an academic year, their profile is updated, and staff are informed at their sector staff meeting/circulated via email. (See guidelines in Appendix B).

- Information regarding action concerning a pupil on the LS register is recorded on the school administration system by HoS or LSC under 'Records'.

- A pupil record is maintained for each pupil on the LS register. This contains hard copies of documents relating to that pupil, such as meeting records, details of assessments and copies of profiles. The pupil records are held in the STE's / HoP's office and are passed on to the next sector

as a pupil moves through the school. When a pupil exits the LS register/the school the pupil record is passed to centrally held records.

8. Provision

The needs of pupils with LS needs are met through differentiated teaching (sometimes supported by ATs) within lessons, and for some pupils, through small group Learning Support lessons provided by support staff.

In the case of SEND pupils a plan is made which is described on the Pupil Profile. This includes any differentiation, access arrangements granted, AT support, or additional interventions.

If EAL pupils are admitted to the school, the LS team may arrange an intervention programme with the ATs and then inform tutors and parents of the arrangements in writing and/or via e-mail.

Pupils follow an individual learning programme, which uses Content and Language Integrated Learning (CLIL). They may be offered a reduced curriculum, commonly missing MFL lessons, when this support takes place.

9. Examinations Access Arrangements

All applications for examinations access arrangements are carried out in accordance with the regulations set out by the awarding bodies JCQ and CIE.

In accordance with these regulations, in order to make an application for access arrangements, a student must be assessed in their first language by an assessor who is an appropriately qualified psychologist and who has an established relationship with the school or who establishes a relationship with the school. A privately commissioned assessment carried out without prior consultation with the school cannot be used to award access arrangements.

Exams access arrangements are granted by the Head of Centre, i.e. the Head of Secondary, with their administration carried out by the STE and the Examinations Officer.

The most common access arrangements are up to 25% extra time in exams, the use of a word processor, reading pen, separate invigilation and rest breaks. On very rare occasions a different access arrangement may be awarded in response to individual circumstances. A number of criteria must be met in support of each case, as set out in the JCQ's 'Access Arrangements, Reasonable Adjustments and Special Consideration' document, updated annually.

Pupils with English as an Additional Language (EAL) may qualify for the examinations access arrangement of a bi-lingual translation dictionary in accordance with JCQ regulations.

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Appendix A   TEACHER CONCERN FORM

Please complete <u>all sections</u> of this form and return to JP/SQ

Student's name: _____ Referring teacher: _____ Date: _____

Cause for concern: cognitive/learning ☐ social ☐ behavioural ☐ emotional ☐

physical/sensory ☐ organisation ☐ communication ☐

Area of concern	Tick	Area of concern	Tick
Learning Concerns			
Comprehension		Short-term auditory memory	
Presentation		Independent learning	
Reading skills		Needs instructions breaking down	
Spelling skills		Homework – quality	
Record work from text		Needs scribe	
Record work from board		Sequencing	
Spelling		Number concepts	
Organisation of thoughts		Confidence	
Unable to follow simple instructions		Verbal participation in class	
Unable to follow complex instructions		Attention to task	
Difficulties with oral expression in English		Difficulties with oral expression in Spanish	
Behavioural/emotional concerns			
Motivation		Cooperation	
Forgets books/materials		Lateness to lessons	
Self-esteem		Demanding	
Easily distracted		Lack of attention to learning	
Calling out in class		Self esteem	
Leaving seat		Inappropriate verbal participation	
Working as part of group		Poor relationship with peers	
Relies on peer support		Poor relationship with adults	
Refuses peer support		Needs firm structures	
Refuses adult support		Poor self-control	
Gives up easily		Insufficient output	
Listening skills		Homework – lack of/incomplete	
Loner		Confidence	
Social skills		Immature behaviour	
Vulnerable		Inappropriate behaviour (please specify)	
Attention to task		Self-harms	

What strategies have already been tried regarding this concern? (Please tick)

Differentiated curriculum

Extra peer support

Planned individual work/materials

Key word lists

Parental involvement

Proximity seating

What progress has been made?

What further action is necessary? What do you want to get out of this requested involvement? (Please tick)

In class support

Phone call/meeting with parents

Senior Teacher to interview pupil

Discuss pupil in staff meeting

Targets set

Assessments

Appendix B – Learning Support Guidelines

Before completing a profile, a pupil must be identified as having EAL, ALN or SEND according to the criteria listed in the Leaning Support Policy. By checking the appropriate box on the student's page of the administration system, he or she will automatically be added to the Learning Support Register.

Only when a pupil is classified as SEND by the school should a full and comprehensive profile be created.

Categories in Learning Support Register

- **Status**: Almost always SEND – the evidence for this should be listed somewhere on the profile usually by referring to a professional diagnosis and/or listing standardised scores. The only time a profile should be completed for a pupil without a diagnostic report is when a pupil is known to be working with a specialist who has not yet presented their findings or an evaluation is in progress. In this case the specialist may have shared key information with the school via other channels of communication which should be shared. The school will have evidence to suspect that a SEND is present.
- **External Specialist**: All pupils whose first language is not English must have worked with a specialist who has provided a written report on the pupil. The name and profession of that specialist should be listed here.
- **Concern**s: Documented areas of difficulty identified by the specialist, through school assessments or official teacher concerns.
- **Plan**: This should itemise the steps which have been put in place to address the concerns and should be additional to or different from mainstream practice. It might include specific details of any additional support in or out of school, access arrangements in place or other forms of intervention.
- **Background information**: This could include details of the pupil's family background or educational history. It might explain when a problem was first identified or give personal information about a pupil, such as other health issues.
- **Strategies**: Lists advice for all staff teaching/ interacting with the pupil. Details of targeted support should not be included here, but rather in the 'Plan' section. This information should be produced in collaboration with the external specialist.
- **Pupil's strengths/ interests**: An opportunity to share what a pupil is good at or enjoys. This valuable information might be exploited by staff to stimulate the pupil's interest in a lesson and to celebrate successes.