



## LEARNING SUPPORT POLICY

### Special Educational Needs and English as an Additional Language (SEN and EAL)

Thank you for your interest in enrolling your child/ren in our school. It is possible your child/ren may need extra educational support. This policy gives full details of our programme.

However in brief, it may be that we require your child to enrol in our

- **English as An Additional Language Programme.**  
*Please see fees sheet for the current charge for EAL intensive course*
- **Special Support Assistance Programme**  
*The current charge for this is on an hourly basis according to needs*

#### **Aims**

Our school values the abilities and achievements of all our students. We are committed to providing optimum learning conditions for every student. Every student enrolled at OWIS will be supported to ensure access to the full range of curriculum experiences through differentiation and a variety of teaching styles. We recognise that students learn at different rates and that there are many factors affecting achievement. We can offer short or long term long support, depending on need. At OWIS we aim to identify learning needs as they arise and provide the appropriate teaching and learning experiences in order to meet them. We are committed to working in partnership with parents and other professionals where necessary, to provide appropriate support and intervention in order for each individual student to fulfil their potential.

#### **Staff**

At OWIS the Deputy Head currently assumes the role of **Special Needs Leader**, who has responsibility for co-coordinating Learning Support programmes, diagnostic assessment and screening throughout the school. We also have an **English as an Additional Language Teacher** who has responsibility for co-coordinating EAL programmes, diagnostic assessment and screening throughout the school. They work in close liaison with the Leadership Team, classroom teachers, learning support assistants and parents, to support students who have Special Educational/Learning/Additional Needs or need support for English as an Additional Language. Students may also be supported by Specialist Support Assistants (SSA's) employed for specific students as required on a parent pay basis.

#### **Admissions Arrangements**

Whenever possible all students will be assessed by either the SEN Leader and /or the EAL Teacher prior to admission to the school. Previous school/professional reports are very useful in aiding staff to identify the student's individual strengths and possible needs prior to starting school. If these are not available then staff may contact the previous school to ask for information to be sent. Assessments focus on English and Maths, spoken and written English, reading, social and physical development and any additional medical needs. An offer of admission is made to students if it is felt the school is able to provide them with a positive learning experience with the existing students. Outcomes are shared with parents on competition along with discussion about any suggestions for additional intervention or support in school or at home.

If assessment prior to entry is not possible then new students will be assessed within the first 3 weeks after admission.

#### **Identification and Assessments**

Once a student has been admitted to school and subsequently a teacher or parent considers that a student may need additional support or intervention then the SEN or EAL Teacher will use class teacher's assessments and observations as well as carrying out additional classroom observations and other specific assessments to determine whether extra support is necessary. Outcomes will be discussed with parents to decide the level of support or intervention required, and any additional costs involved.

On occasions it may be necessary to ask parents to arrange for further specialist assessment to be undertaken by other professionals outside of school in order to identify student's specific needs. There may be additional cost to parents for these services.

Specialists such as Speech and Language Therapists, Physiotherapists and Educational Psychologists often come into school to support students and teaching staff in implementing recommendations and targets for individuals. Where appropriate, students who need intervention that is significantly different and additional to the classroom curriculum will have an Individual Education Plan. Targets will be discussed with parents and any other professionals involved and reviewed termly.

Ongoing monitoring, assessment and review of students in the programme takes place and is discussed with class teachers and parents. Students may need short/long term support and/or intervention and the frequency and type of support/intervention may change.

However if, after a period of time and in consultation with appropriate outside agencies, and the parents, the school feels unable to meet the needs of a particular student, the school then reserves the right to ask the Parents to seek alternative schooling.

### **Learning Environment**

**The SEN Leader** decides if support and intervention is needed for students who have specific learning needs on either a long or short-term basis. As an inclusive school all class teachers are the main source of support for all students on the LS programme. A Confidential profile of each student is made available to all staff to ensure consistency across the school in all classrooms. In addition to good quality differentiated classroom teaching some students may require additional individual or small withdrawal group teaching. The SEN Leader may put in place particular strategies to provide teachers with additional guidance, professional development and resources. Individual programmes are developed in consultation with parents and teachers. Special Support Assistants will also provide individual, small group and in class support for students, which incur a cost to parents.

Some individual children may require an SSA to enable them to access the curriculum in class and enable the teacher to give fairly distributed time to all children in the class. In such a case, following consultation with the Head of School, parents will be asked to agree to pay for the cost of the additional support.

For children who are gifted or exceptionally able, the SEN Leader will liaise with teachers and other professionals to plan and provide curriculum enrichment activities and resources for use in the classroom or advise parents on externally provided enrichment activities.

**The EAL Teacher** provides general support and advice throughout the school on multi-lingualism. Many of our students have one or more additional languages. We celebrate this aspect of our school and encourage students to be proud of their home languages as well as others they are able to speak. Generally however it is assumed that students have sufficient mastery of the English language to access the curriculum in the classroom.

As an International School, the school will accept a student who is new to English if it is thought /she will learn quickly through immersion as their home language is not commonly spoken at school. For students over 6 years old, the school may recommend that the student be placed on individualised programme of intensive English (3 sessions per week). Students on this programme pay an additional tuition fee in the future. For students under 6 years old additional support may be given through small language groups (2 sessions per week) can be provided when required with the help of trained volunteers.

Parents may also be requested to pay for extra individual tuition or extra teacher assistance for students beyond Year 3 who have not made the expected progress in English as they have progressed through the school.

All the above charges and agreements will be clearly outlined to parents, in any discussions.

Updated Wednesday, 31 August 2011