



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

## LEARNING SUPPORT AND SEND<sup>1</sup> POLICY

*Reviewed June 2015*

### **Aims and objectives**

- To facilitate pupil development, refine their learning skills and provide support and intervention where necessary.
- To foster positive attitudes towards learning.
- To enable pupil appreciation of their personal and academic achievements.
- To create an environment that enables pupils to enhance their independence as well as their engagement and commitment to learning.
- To support pupils in achieving their full potential.
- To offer support and liaise with teachers and external specialists to offer relevant guidelines and accommodate pupils where appropriate.

### **Inclusion of vulnerable pupils, those with special education needs or who are disabled (SEND)**

Pupils with learning difficulties and disabilities have a right to enjoy a full entitlement of the curriculum and other opportunities, such as ECAs and pastoral activities. As a British School Overseas (BSO) we also make reference to the UK Government's Disability Discrimination Act (DDA) and adhere to the UK Government's SEND code of practice (September 2014) (published by the Department for Education) as well as to all Brazilian laws (*Conselho Estadual de Educação (CEE)* resolution number 68/2007 and more recently Federal decree number 7611 of 17/11/11). Moreover, by the Federal Law 9394/96, for a school to receive official authorization to function, physical mobility has to be available in all areas: access to wheel chairs and disabled individuals. Our school was authorized by DRECAP-3 January 4, 1983, published in the São Paulo Official Gazette on January 6, 1983.

### **Admissions policy and the role of the Learning Support Unit (LSU) in admission procedures**

The admissions process and entrance tests are carefully designed to recognise and understand applicants' abilities and their potential. The school encourages parents to disclose any disability and special needs in order to enable the school to adapt the admissions assessment as necessary.

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<sup>1</sup> Special education needs and pupils who are disabled (SEND).

The learning support unit prepares the PP1 admissions assessments and helps to administer the assessments and score the pupils' performance.

### **Description and responsibilities of the Learning Support Unit (LSU)**

The Learning Support Unit Co-ordinator (LSUC) is responsible for coordinating and supervising the learning support programme. There are currently four Learning Support Teachers (LST) who meet with the LSUC three times a week to discuss specific cases, revise lesson plans, arrange activities and coordinate all activities related to the LSU and SEND provision.

### **The LSU Co-ordinator (LSUC)**

The LSU Co-ordinator's role is to support the learning needs of all pupils throughout the school and to ensure that an effective learning support policy is in place which facilitates support and progress for every pupil. The LSUC coordinates all teaching taking place in the LSU and ensures that all of the procedures outlined below are in place and running smoothly.

### **Learning Support Teacher (LST) provision**

The Learning Support Teacher's role is to support the learning needs of pupils throughout the school. The LSTs provide individual and group support on SEND relevant matters. They also provide guidance and strategies for teachers on how the pupils might better learn their subject, for example, by looking at a pupil's learning style.

### **Learning support in the Pre-Prep School**

Learning support for pupils in the Pre-Prep School takes place in the form of individual or small group sessions and involves the pupil being taken out of class on one or two occasions per week. The learning support lessons last on average about 30 minutes.

Pupils are referred by class teachers and heads of year and heads of school. The programme focuses on learning skills such as attention, perception, memory, fine and gross motor skills, pre-maths, pre-literacy skills, comprehension, and practical applications.

### **Learning support in the Prep School**

Learning support for the Prep pupils follows the same procedure as Pre-Prep. In addition, learning support teachers use a monitoring form which is completed with the classroom teacher in order to identify the areas of concern and set targets and priorities for the lessons. The areas outlined in the monitoring form are executive functions, communication, motor skills and numeracy.

### **Identification of pupils eligible for learning support and/or SEND for Senior School**

All pupils may from time to time have different learning difficulties. The majority of these are detected by the pupils' teacher(s) or tutors and through their academic performance, often with the use of the referral form available on firefly. Some are identified by

evaluations from outside specialists. In all cases appropriate support is offered as determined by their learning needs and the learning support levels (see table below).

LEVEL OF CONCERN	ACTION <i>(some or all of the following may take place)</i>
<p style="text-align: center;"><b>Level 1</b> Observation and Monitoring</p>	<ul style="list-style-type: none"> <li>• Initial concerns raised or referral form submitted by a member of staff.</li> <li>• Pupil progress monitored.</li> <li>• Strategies recommended to subject teacher if required.</li> <li>• Concerns formally raised with the Pastoral team.</li> </ul>
<p style="text-align: center;"><b>Level 2</b> Initial contact</p>	<ul style="list-style-type: none"> <li>• Concerns persist and pupil progress is minimal.</li> <li>• LSU to observe pupil and develop Individual Educational Plan (IEP) if necessary.</li> <li>• Subject teacher conference to discuss strategies and concerns.</li> <li>• Offer LSU workshops for pupil or staff as required.</li> </ul>
<p style="text-align: center;"><b>Level 3</b> Direct intervention</p>	<ul style="list-style-type: none"> <li>• If the pupil has not already been screened as part of the school policy then screening should take place.</li> <li>• Offer in-class support.</li> <li>• One-to-one learning support may be offered if required.</li> </ul>
<p style="text-align: center;"><b>Level 4</b> Referral</p>	<ul style="list-style-type: none"> <li>• The pupil continues to demand significant support.</li> <li>• A referral for a formal evaluation with an outside specialist may be required.</li> <li>• One-to-one support implemented as required.</li> <li>• Significant support arranged for pupil and subject teachers.</li> </ul>

Pupils are closely monitored and their performance reviewed while they are with the LSU and frequent feedback is given to and received from teachers, heads of school and parents.

Lesson styles and content are adapted by the learning support teacher depending on the feedback received from class teachers. Outside specialists are also often consulted on work done within learning support with regards to a pupil they support and their feedback is also considered when planning lessons.

### **Learning support in the Senior School**

Learning support in the senior school takes place in the form of individual or small group sessions before or after school. It may also involve providing in-class support for pupils or groups of pupils in the classroom, where the learning support teacher acts as a learning support assistant for the subject teacher. The type of in-class support is decided upon with the subject teacher in advance of the lesson and can be one of the following:

<b>Direct support</b>	LST moves periodically between pupils identified as being priorities for support due to additional needs. Pupils vary depending on activity/day.
<b>Zoning</b>	LST locate themselves near a group of pupils with additional needs, monitoring and providing input when necessary.
<b>Coaching</b>	LST is temporarily assigned to an individual or small group of pupils to guide them through a pre-determined task that may be particularly challenging for them. Material needs to be agreed ahead of time between subject teacher and LST.
<b>1:1 support</b>	LST is assigned to work with a specific pupil during the class and will assist that pupil to stay focused, remain on task and with any classwork assignments taking place.
<b>Supervising</b>	LST oversees the higher-ability pupils of the set whilst subject teacher provides additional explanations for pupils with difficulties.

The LSU also has a key role in the development of staff and the provision of learning support through lessons. Through the dissemination of strategies and direct staff training, the the LSU plays in a key role on the development of teaching and learning throughout the school.

### **Revision workshops and study skills for pupils in the Senior School**

The LSU provides, when appropriate, as part of the PSHE programme, workshops for all pupils in small groups. This programme is provided for all pupils in the Senior School and focuses on a variety of themes such as time management, personal organisation, reading comprehension, stress management, listening skills, coaching pupils for reading buddies programmes and other related areas.

### **The SEND and LSU support register (“learning support register”)**

A central database (learning support register) of pupils with additional needs exists which records any special educational needs of pupils or disability or those receive academic support. All pupils who have SEND will have an assessment or evaluation from an outside specialist. The learning support register contains updated psychological and educational reports on individual pupils and also keeps a record of pupils requiring special accommodations/provision during tests and exams.

### **Individual educational plans (IEPs)**

Pupils on SEND are also accompanied by an IEP which facilitates effective support for them from their mainstream teachers. IEPs are reviewed according to suggestions and needs determined by teachers. St. Paul’s School considers itself to be educationally inclusive and the SEND register and IEPs facilitate this. In exceptional circumstances pupils who are on the learning support register but are not on SEND may also receive an IEP.

### **The role of class/subject teachers throughout the school**

Class and subject teachers also provide for pupils with SEND by offering differentiation within the classroom setting. The school views differentiation as providing opportunities for pupils of all abilities to learn by building upon what they know, understand and can presently do. By accepting that we all learn differently and require different types of assistance in our learning we also accept that differentiation applies to all our pupils. Further information on this is provided in the curriculum policies of the respective schools.

### **Learning support review and release reports**

A review report is provided for the pupils' permanent file at the end of each term if they have been attending learning support. It outlines the following points: targets established; revised targets; outcomes and areas for further improvement/ strategies for teacher.

Similarly, a release report is made for pupils when they are released from learning support which addresses the same areas.

### **Role of parents**

Parents whose children attend learning support are kept up to date on their children's progress through regular meetings with the LST and LSUC. The meetings typically take place twice per term and their purpose is to make sure parents are fully informed and involved with the work their child does in the LSU.

### **Screening tests in the Pre-Prep School**

- Pre-School Screening Test (PREST) provided by Pearson Assessment – is a test given to pupils in PP1 which identifies children who might require additional support in their education.
- Dyslexia Early Screening Test (DEST) provided by Pearson Assessment – is a screening test given to pupils in PP2 of attainment and ability which determine whether a young child is experiencing difficulty in areas known to be affected by dyslexia.

Both tests also form a valuable first step in deciding whether to request an evaluation from outside specialists for pre-schoolers who show marked delays.

### **Screening tests in the Prep School**

The Dyslexia Screener from GL Assessment is used twice during a pupil's time in the Prep School. The objective is to be able to identify and support any pupils who have a possible learning difficulty as early as possible. If any serious concerns are raised parents will be informed accordingly and possible referrals for evaluations from outside specialists will be made.

The first screening test takes place in the second term of Prep 2 for all pupils who have already turned 8 years old. For pupils who will not be 8 years old until after the end of the current academic year, testing takes place in the first few weeks of Prep 3.

A second dyslexia-screening test is given to all pupils in the second term of Prep 5.

### **Screening tests in the Senior School**

In the Senior School the same dyslexia screening test will be used for Form 3 pupils who raise concerns and are not performing as expected.

### **In-service training (INSET)**

The learning support team are also available to offer INSET to the teaching staff on issues of SEND provision and to raise awareness to SEND concerns.

An induction to the LSU is also carried out for all new staff who join the school, which outlines how the LSU works and what provisions it makes.

### **Access facilities for vulnerable pupils, those with SEN or who are disabled**

The school has three lifts that pupils can use. The school also has a full time nurse and two assistants. The learning support room and the learning support unit co-ordinator's office are located on the ground floor.

### **Procedure for pupils with mobility issues**

There are procedures in place that ensure that children with limited mobility are not disadvantaged. For more details, please refer to the health and safety policy.

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### **British Schools Overseas (BSO) standards**

This policy has been written to meet the requirement of Part 1 of the UK Government's BSO standards regarding the quality of education provided by the school (1.5) and Part 6 regarding the provision of information for parents (1.6).

### **Policy review**

This policy is to be reviewed, at least, annually by the Compliance Committee and leadership of the school and presented to the Board of Governors for final consideration and approval.

Approved by the Board of Governors on Wednesday 10th June, 2015.

Signed:

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Cristina Betts, Chairman

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Louise Simpson, Head