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 BSGC students from Nursery to Year 13.

2. Definitions

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

ALN – Additional Learning Needs.

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

BSGC – British School of Gran Canaria.

CIE – Cambridge International Examinations

Coach – An AT assigned to a student to meet on a regular basis to work on specific identified areas such as organisation, exam preparation, peer relationships etc.

EAL– English as an Additional Language.

HoKS – Heads of Key Stage

HOS/Heads of Sector – senior staff of the school that include the Heads of Primary (HoP), Assistant Head – Students and Assistant Head - Teaching and Learning in Secondary.

JCQ – Joint Council for Qualifications (GCSE and Alevel)

LLSC – Lead Learning Support Coordinator - responsible for leading and coordinating the Learning Support Provision across all school sites

LSC – Learning Support Coordinator - Coordinators in Primary and Secondary responsible for overseeing learning support in their respective sectors.

LS Register – the Learning Support Register is a list of students being monitored for identified Learning Support Needs.

SAL – Spanish as an Additional Language

SEND – Special Education Needs and Disabilities.

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

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

3. Rationale

Ensuring a consistent approach for Learning Support with clear guidelines on the expectations of the Learning Support Departments across the school.

Provide support to students identified with learning needs, so as to facilitate their development to their fullest potential. Learning Support interventions will be tailored to meet student needs and developed through collaboration with student, parents and school staff.

4. Introduction

The BSGC Learning Support Policy is intended to provide an overview of the guiding principles that will be adopted by BSGC staff, parents and students to help those with identified learning needs and to ensure an inclusive environment for all BSGC students.

It outlines the processes and procedures used in Learning Support across the school to ensure consistency across all sectors when supporting students with learning needs.

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 recommendations, which are closely monitored and applied to ensure high standards of compliance. Most significantly, we are guided by the UK SEND Code of Practice with regard to our educational procedures and the Equality Act which clarifies our commitment to all students.

According to the **SEND Code of Practice (2015)** 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 them.

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

- has significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

BSGC's special education provision should match the student's identified SEND. SEND are categorised into four broad areas of need and support:

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

BSGC will ensure that all staff are provided with knowledge and guidance on SEND students, specifically related to their learning and development. BSGC will:

- Ensure decisions are informed by the insights and input from parents and the students themselves.
- Have high expectations and set targets that stretch and challenge.
- Track student's progress towards their targets.
- Promote positive personal and social development.
- Ensure that approaches and interventions used are based on evidence provided by external specialists and teachers and are monitored for impact and effect.

The UK Equality Act 2010 defines a disabled person as someone who:

'[…] 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 3/2020 de Educación TÍTULO II (updated in December 2020) which states that:
- Education authorities must ensure that schools have the necessary means for all students to achieve their maximum personal, intellectual, social, and emotional development, as well as the general educational goals established for all learners.
- The education system must provide the resources required for students who need educational support different from the ordinary provision—including those with disabilities, serious behavioural or conduct disorders, specific learning difficulties, attention-related disorders, language and communication development disorders, limited knowledge of the language of instruction, high intellectual abilities, late entry into the education system, socio-educational vulnerability, or other relevant personal or educational circumstances—so that they can fully develop their abilities and meet the general objectives of education.
- Schools must establish procedures and adequate resources to ensure the early identification of students' specific educational support needs.
- Comprehensive educational support must begin as soon as the need is identified and shall follow the principles of normalisation and inclusion, ensuring the student's full participation and equal, non-discriminatory access to the education system.
- Education authorities and schools must ensure the active participation of parents or legal guardians in decisions affecting the schooling and educational pathways of students with identified support needs.
- Schools must also adopt measures to ensure that families receive individualised guidance and the necessary information to enable them to effectively support their children's education.
- To achieve these aims, schools must be provided with qualified specialist teachers and support professionals, as well as organisational measures, materials, and curricular adaptations suited to the diverse needs of students. Schools may organise themselves flexibly according to their context and the characteristics of their students, without such measures resulting in discrimination or limiting access to official qualifications.

6. BSGC Categories of Need and Provisions:

The four main categories of need identified on BSGC LS Register are:
- Additional Learning Need (ALN)
- Special Educational Need or Disability (SEND)
- English as an Additional Language (EAL)
- Spanish as an Additional Language (SAL)

Additional Learning Need (ALN)

ALN students are identified when teachers or ATs raise a concern derived from ongoing assessment. Additionally, students with a standardised score <90 in any assessment may be considered to have an ALN and the LSC needs to investigate this further through observations and teacher feedback.

Primary students with ALN receive in-class support and interventions with the AT and Class teacher. The Primary LSC, in consultation with the class teacher, Spanish teacher and parents will produce an Individual Education Plan (IEP) with specific targets identified for the child.

In Secondary, when a concern is raised, the LSC will monitor students in all classes to determine if the need is subject wide or specific to one subject. If it is evident that support is needed across a number of subjects, the LSC will produce an IEP for the student with specific subject related targets.

Special Educational Needs (SEND)

Students identified as ALN will be monitored using the IEP and if progress is not achieved at certain checkpoints, the LSC will recommend that the student is referred to an external specialist for potential diagnosis. If a student is diagnosed with an identified learning need, their status on the LS Register will be changed from ALN to SEND.

Standardised scores of <85 in any evaluation indicate that a specific learning need may be present. If standardised scores are <85 in the student's first language then this suggests a significantly greater difficulty in learning than the majority of others of the same age and therefore the LSC will recommend to parents that the student is referred to an outside specialist for potential diagnosis. If a student is diagnosed with an identified learning need, they will be recorded on the LS Register as SEND.

Parents may also provide reports from external specialists identifying their child with SEND when the student joins the school, or throughout their time at the school, if the parent has decided a referral is necessary. When this happens, the LSC will contact the external specialist and parents to understand the key strategies to help the student in the classroom.

Interventions for SEND students:
- Once a formal assessment has been carried out, strategies to help the student will be shared with teachers and additional support will be arranged with ATs if required.
- Information about support will be included on the Student's Passport on the school admin system. This includes any differentiation, access arrangements granted, AT support, or additional interventions.

English as an Additional Language (EAL)

When a student'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 outside an English-speaking school prior to coming to BSGC) this pupil is referred to as EAL and is recorded as such on the LS Register.

EAL students are also identified as part of the school's admission procedures and their needs are catered for in an appropriate and individualised manner.

Interventions for EAL students:
- The LSC will liaise with the parents of EAL students to identify interventions available.

- In Primary, immersion is prioritised and students will be supported by group interventions in the classroom with either an AT or the class teacher.
- In Secondary, the LSC will strongly recommend that students have 1:1 sessions with an AT to help improve their reading, writing and grammar skills.
- The LSC and student's parents may agree that the student would benefit from having a reduced curriculum to give them time to focus on developing their English skills.

Spanish as an Additional Language (SAL)

Students who enter the school with a lower level of Spanish than other BSGC children of the same age will be recorded as SAL on the LS Register and referred to the Spanish department for individualised interventions where necessary.

In addition to the categories mentioned above:
- The LSC will work closely with the school's pastoral team to ensure that students with medical, emotional or social difficulties or needs are supported, and appropriate classroom assistance and exam concessions are put in place.
- Students identified as More Able are supported through the Teaching and Learning policy with teachers using 'Opportunities to Fly' and 'Success Criteria' in class planning to support these students.

7. Identification of Pupils' Needs

Raising a concern:

A concern is raised when a student displays a difficulty that persists over an extended period of time. Such a difficulty might take the form of:
- 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
- medical concerns identified by parents or teachers
- social issues with peers in the classroom or playground
- behavioural concerns in the classroom and/or during break times

This list is not exhaustive and any concern regarding the pupil's ability to make expected progress should be shared with the LSC.

A concern may be identified in one or more of the following ways:
- By class teachers, assistant teachers and subject coordinators through routine assessment and observations, communicated to LSC via official concern form
- During analysis of key assessment data used to track pupil progress: end of key stage tests /NVR/baseline assessments in primary or CAT4 and GL Progress Tests in Secondary.
- New admissions to the school with a previously identified need that is immediately communicated to the 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.

Assess, Plan, Do, Review Approach:

When a concern is raised, the Learning Support team will follow the 'Assess, Plan, Do, Review Approach' highlighted in the UK SEND Code of Practice 2015.

ASSESS

The LSC will liaise with teachers and parents to gather additional information. This may include consultation with the Spanish Department where this is the child's first language to establish whether a difficulty is also evident in the L1.

Further evidence may be gathered by the LSC by:
- Collating test results to assess progress
- Observing the student in the classroom or playground
- Asking teachers to provide feedback to understand the child's difficulties and needs
- Speaking to outside specialists for advice

The Learning Support Coordinator questionnaire (Appendix 1) is used to gather comprehensive information from teachers regarding the progress of an identified student. This information supports the preparation of the Informe Escolar (Appendix 2) which is shared with specialists when a referral is made.

Teachers may raise concerns about a student at any point during the school year. Upon receiving such concerns, the LSC will collaborate with teaching staff to collect additional information about the student.

The questionnaire is distributed to teachers for completion, with as many teachers as possible encouraged to participate. This approach ensures a well-rounded understanding of the student's strengths and areas where additional support may be required.

The LSC will support teachers complete the questionnaire which is then used to write the Informe Escolar.

PLAN

The Learning Support team will liaise with teachers to discuss the students' needs and look at ways that the student can be supported to best help them improve. A Individual Education Plan (IEP) is developed highlighting key targets, criteria for success, staffing and parental involvement.

The LSC will plan the support needed using the 'Graduated Approach to Learning' (Department for Education and Department of Health (2015) *Special educational needs and disability code of practice: 0 to 25 years*) and share this information with teachers.

If targeted or specialised support is needed, information and strategies will be shared with teachers and parents to ensure that everyone is using the same strategies in the classroom.

DO

Once information has been shared with teachers, the suggested tier of support will be implemented and strategies will be put in place in the classroom and in 1:1 settings.

REVIEW

After an agreed period, the LSC will review student progress using class test and exam results, subject reports, and teacher feedback to monitor the progress of the student, adjusting targets to allow for improvement if needed.

SEND students will also be monitored by external specialists who are requested to provide regular feedback on student's ongoing needs. Signed, original copies of external specialist reports will be kept in hard copy Student Records.

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

8. Graduated approach to learning

To allow for the support of all BSGC students' learning, a graduated approach is adopted that acknowledges the need for different levels of support depending on the needs of the students.

Tier 1 – Universal – Focuses on the effective inclusion of all BSGC students with 'Quality First' teaching offering differentiated support within the classroom setting.

Tier 2 – Targeted – Specific interventions provided to students to give them the opportunity to develop in identified areas.

Tier 3 – Specialised support – Additional interventions often including the need for external specialist advice and support.

<u>Universal Support</u>

Tier 1 focuses on ensuring high quality teaching for all students in the classroom. The needs of all students are taken into account and teachers adapt their teaching to suit the student's learning style.

In Primary, differentiated activities are identified and visual aids and physical, tactile resources are used to support students.

In Secondary, the use of differentiated success criteria allows students to complete work at a level suitable for their ability.

<u>Targeted support</u>

If a student is struggling to meet the demands of the classroom and not meeting the targets set by the teacher, targeted support may be put in place to help. In Primary, targeted support is provided by an AT or teacher inside the classroom and in Secondary, targeted support includes 1:1 lessons with an

AT, additional support in reading, writing and Maths and in some cases the possibility of a reduced curriculum to allow more support from ATs.

Students identified as needing targeted support are added to the LS Register and information about the support being provided is shared with teachers.

Specialised support

Students identified with SEND may require more specialised support. External specialists will be involved with any specialised support, providing strategies and key information for teachers to allow them to help identified students develop.

When a student is identified with a potential SEND, the LSC will meet with parents to advise a referral and the LSC will write an Informe Escolar based on feedback from the Learning Support Questionnaire. This document will be shared with external specialists

When referring a student, parents are asked to sign a Parental Agreement document (Appendix 3) which outlines parental expectations to ensure that the student has access to the support they need.

Additionally, parents will be asked to sign an authorisation that gives the school permission to share information with external specialists (Appendix 4)

To ensure consistency across sectors the referral process (Appendix 5) outlines all the steps that take place when a student is referred for diagnosis with an external specialist.

Students who need specialised support will have a Pupil Passport (appendix 6) on the BSGC Admin system which highlights any concerns, plans and strategies that should be used by teachers and ATs to help the student.

Use of "Person Centred Planning™"

If a child is identified with SEND the LSC will meet with the parents and external specialist to discuss strategies to help the child in the classroom and playground.

The LSC will also meet with the child to talk about the ways that the Learning Support Department can help. From these discussions, a Pupil Passport is created which shares information about the students need. This information is then shared with teachers, and the Admin system is updated with information.

The Pupil Passport provides a comprehensive overview of the student's needs and highlights effective strategies to support them in the classroom. It accompanies the student throughout their time at BSGC and is regularly updated to ensure that teachers receive accurate and current information.

In Primary, this document is printed and stored in the student's classroom, while in Secondary, it is kept in the student's planner for easy reference.

LSC will monitor student progress and development against their plan, and liaises with teachers to help the student if necessary.

9. Learning Support Register and Student Records

There are three LS Registers used throughout the school:

1) The Sector Learning Support Register provides staff with clear and relevant information about identified students in their sector. The format is standardized across the school.
2) The Learning Support Overview document provides a snapshot of the number of students across the school with SEND, ALN, EAL and SAL needs. This document is shared with the Learning Support team and SLT for information.
3) The Whole School Learning Support Register is accessible to the Learning Support team and SLT and provides information about all students in Primary and Secondary with Learning Needs. This will include more detailed information about students including gender, nationality, external specialist, date added to the register and date removed from the register.

Having a whole school register also allows the Learning Support team to have full access to information about students across the school. This helps to ensure an understanding of a student's needs as they progress through school and is particularly useful during transition from Primary to Secondary.

In Primary, the LSC shares the Sector LS register with Teachers (KS1 and KS2) and ATs. Communication takes place throughout the year to ensure that everyone is kept up to date with information relating to students on the LS Register.

In Secondary, all teaching staff are required to access the Sector LS Register at the beginning of each academic year, which indicates pupils known to have ALN/SEND/EAL or SAL.

Hard copies of the Sector LS Register are kept in the LSC's office/Head of Primary's office/Staff Room. All copies of the LS registers are updated regularly in response to updated assessments or changing needs. Staff are asked to sign LS Register Review document when they have accessed Sector LS Register at the beginning of the year to confirm access. The LLSC will check to see who has accessed the Sector LS Register and will ask Heads of Department to follow up with staff who have not viewed the register.

An individual pupil passport is maintained for SEND pupils on the administration system, accessible to all teaching staff. These passports 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 passport is updated, and staff are informed at staff meetings or via email reminders to check updated passports on the Admin System. The LSC meets on a termly basis with Heads of Department to review student needs and to ensure that all teachers are considering the strategies suggested in pupil passports.

Information regarding action concerning a pupil on the LS register is recorded on the school administration system by HoKS or LSC under 'Records'. Any sensitive information related to meetings with parents, information from psychologists, confidential information related to the student is stored on CPOMS to control who is able to access this information.

A hard copy version of a pupil record is maintained for each pupil on the LS register. This contains copies of documents relating to that pupil, such as meeting records, details of assessments and copies of pupil passports. The pupil records are held in the LSC'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 prior to being destroyed after an agreed period of time.

10. Examinations Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working.

Access Arrangements allow candidates with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment (https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/)

Examples of Access Arrangements include:
- 25% / 50% Extra time
- Rest breaks
- Readers
- Scribes
- Use of laptop etc.

All applications for Exam 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. A privately commissioned assessment carried out without prior consultation with the school cannot be used to award access arrangements.

The administration of Exam Access Arrangements is carried out by the LSC and the Examinations Officer with all evidence to support an application stored in the LSC's office.

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.

10.1 Use of word processor

On some occasions, students may benefit from using a word processor (laptop) in class and for examinations.

Reasons students could benefit from using a laptop include:
- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
- a medical condition;
- a physical disability;
- a sensory impairment;
- planning and organisational problems when writing by hand;
- poor handwriting

Students, who might qualify for this reasonable adjustment, can be identified by a member of staff via the Student Concern form. Qualifying students are included on the LS Register and monitored by the LSC.

11. Roles and Responsibilities

Headmaster
- Responsible for overseeing the work of the LLSC and LSCs and the Learning Support policy
- Ensure an inclusive environment throughout BSGC

Heads of Sector/ Head of Primary
- Work alongside the LLSC and LSCs to support the Learning Support Policy
- Liaise with the LLSC and LSCs to raise any student concerns and discuss strategies to help students.

Lead Learning Support Coordinator
- Lead the implementation and development of the Learning Support Policy across the whole school
- Ensure consistency in systems, documentation and provision across all sites
- Ensure appropriate interventions are in place and that strategies are reviewed regularly
- Monitor student progress and outcomes through data analysis and targeted review meetings
- Coordinate multi-agency approaches to support student development
- Monitor teaching and learning initiatives with particular regard to their impact on students with learning needs

Learning Support Coordinator
- Oversee the day-to-day delivery of the school's Learning Support Policy
- Review the Learning Support policy on a regular basis and monitoring implementation
- Update LS Register to include students who are identified with learning needs throughout the year and ensuring clear communication with staff.
- Ensure an inclusive environment throughout BSGC
- Liaise with parents and external specialists as appropriate
- Ensure that all Learning Support student records on the admin system are kept up to date and information shared on a regular basis with staff.
- Ensure that hard copy information is filed correctly and updated as the needs of the child change.
- Provide support to Teachers and Assistant Teachers to ensure that the best strategies are used to support identified students
- Monitor student progress and adapt strategies used in the classroom to meet student current needs
- Monitor implementation of support plans and associated strategies, highlighting positive progress and flagging up concerns with the implementation.
- Develop individual learning plans for LS students.
- Provide training to staff on identified learning needs and strategies to help students on the LS register.

Heads of Key Stage
- Support staff to identify concerns and guiding staff on how to report concerns
- Ensure that all staff are utilising strategies laid out in student profiles and working with students identified on the LS Register.
- Ensure an inclusive environment throughout BSGC

Teachers
- Review student profiles on BSGC Admin system at the beginning of every term to ensure understanding of students who have been identified as needing support.
- Develop an understanding of the factors that affect student learning and how best to respond to them.
- Work with students to ensure full understanding of work set and to answer any questions that the student may have
- Use the Student Concern process to highlight concern students to the LSC
- Complete Learning Support questionnaires and feedback for LSC when asked
- Effectively apply and implement specific strategies identified for LS students.

Assistant Teachers
- Provide direct and timely assistance to students with identified learning needs in mainstream classes
- Assist teachers to ensure an inclusive classroom for all students
- Work closely with identified students in 1:1 lessons to help with organisation, understanding and behaviour.
- Provide 1:1 reading lessons to students who are identified with low reading levels.
- Counsel and support assigned students.
- Work with students in the identification and development of LS plans.

Parents/Guardians
- Work closely with BSGC and highlight any concerns they have about their child's progress or learning
- Provide regular information to LSC relating to the student's progress and any needs that have been identified.

Appendix 1 – Learning Support Questionnaire

This questionnaire is used to gather more information from staff about the student and the concerns that have been raised about their learning and ability

1) Reason for referral
- What is the main reason why you consider an evaluation necessary?
- What difficulties are observed in the classroom?
- Has there been any significant change in the student's performance or behaviour?

2) Academic performance
- How does the student's academic performance compare to his or her peers?
- In which subjects or areas does the student have the greatest difficulty?
- Does the student have specific difficulties in any skills (reading, writing, maths, comprehension?)
- Has the student received any type of academic reinforcement or support in the school?

3) Classroom conduct
- How does the student behave in the classroom?
- Does the student have any difficulty following instructions or complying with the rules of the classroom?
- Does the student display disruptive behaviours or have difficulty maintaining attention in the class?
- How does the student handle frustration in the school environment?

4) Social skills
- How are the student's relationships with peers?
- Does the student participate in group activities and get involved in classroom dynamics?
- Has the student ever had conflict with other students?

5) Emotional and Behavioural skills
- Have you observed any difficulties in the child's emotional management? (e.g. anxiety, sadness, anger)
- Does the student show anxiety or worry in the classroom or during break times?

6) Information about the school context
- What is the child's attitude towards school and learning in general?
- Are there times of the day or activities when the child is more motivated or shows greater willingness to participate?
- Is there any specific situation in the school context that seems to affect the student's performance or behaviour (e.g. changes in teachers, conflicts with peers, seating plans, breaktimes etc)?

Appendix 2 – Informe Escolar

Name of student
Date of Birth
Current Year Group
Date they joined BSGC

Academic History – including the following:
- How long they have been studying at BSGC
- Their mother tongue and the languages they speak
- Subjects they enjoy
- Relationships with peers
- Development of skills

Needs identified in school

This section outlines the needs that have been identified in school and how long ago the needs were identified. Scores in standardised testing should be included in this section if available as well as other assessment information or report grades.

Feedback from teachers can also be included here included subject specific difficulties.

Strategies used by teachers in school

This section outlines the strategies that teachers have been using in class to help the student as well as information that has been shared with parents. Information from students IEPs / Targets can be shared in this section so that the external specialist has an idea of the strategies that have already been put in place to help the student.

Contact information for LS Coordinator

At the end of the informe we must include the contact information of the relevant LS Coordinator so that the external specialist knows who to contact if they have any questions.

Appendix 3 - Parental Agreement

Parental Agreement when working with External Specialists

In order to ensure that (Student Name) has access to the support that they need I, (parents name) agree to complete the following:

- Sign the permission letter agreeing to the LS Coordinator contacting and sharing relevant information about their child with the external specialist.

- Sign GPDR documentation with the external specialist allowing them to contact the LS Coordinator to receive and share information about the child.

- Attend an initial meeting with the external specialist and share relevant information about the child: medical history, family background, social behaviour, developmental or academic concerns, strengths and challenges.

- Complete any questionnaires or provide other pertinent documents requested by the external specialist.

- Enable the child to attend initial assessments by the external specialist, either in school or at the external specialist's centre. These may take place over a period of sessions to allow for behavioural observations, clinical interviews and standardised tests.

- Attend a follow-up meeting with the external specialist to receive and discuss the assessment results and report.

- Follow the recommendations on the report, to support the child with their needs, including providing therapy or interventions (where recommended).

- Facilitate the sharing of the report with the LS coordinator, so that the school can provide the tailored recommendations and guidelines made by the external specialist to support the child at school.

- Attend subsequent follow-up meetings with external specialists and school.

_____   _____

Parent Signature   Date

Appendix 4 - Permission to contact specialists

Tafira, 6th February 2025

Dear Parents,

It is important for the school to have direct contact with external specialists working with your child so that we can understand key strategies to help in his/her progress and also share information about your child to ensure that the support he/she is getting from all parties is beneficial.

Prior to having this contact, it is important that you confirm that you are in agreement for the school to contact these outside specialists. Please complete the reply slip below confirming your agreement. This will be kept on record and all information shared between the school and external specialists will also be shared with you for your information.

Yours faithfully

Charlotte Eggar

Learning Support Co-ordinator

Please complete the reply slip below and return to the school for the attention of Ms. Eggar

Name of Pupil: _____

Tutor group: _____

☐ **I give permission** for the Learning Support Coordinator to contact external specialists working with my son/daughter to help assist in the support that is provided to them

☐ **I do not give permission** for the Learning Support Coordinator to contact external specialists working with my son/daughter to help assist in the support that is provided to them

Firma de los padres: Nombre de los padres

_____   _____

_____   _____

Fecha: _____

Appendix 5 – Learning Support Referral Process

1. Specialist information shared with parents: LSC provides information to parents about the specialists who work with the school

2. Written parental consent: Parents sign a form allowing the school to contact and share information with external specialists. "Authorisation to contact external specialists form"

3. Referral agreement: Parents also sign the Parental Agreement document outlining the referral steps.

4. Specialist confirmation: Parents confirm the chosen specialist and date of contact with the LSC

5. Contacting the specialist: Parents must contact the chosen specialist within three working days to request a referral meeting. LSC follows up with parents after three days to ensure that contact has been made. When contacting specialists, parents must state that the student studies at the British School and that they have been referred by the LSC.

6. Initial response: The specialist will respond to the parents within a maximum of one week to start the registration process. This includes signing a parental consent form from the specialist for the assessment.

7. Information sharing: Once registered, the external specialist will contact the LSC for additional school-related information.

8. Teacher collaboration: The LSC will arrange the completion of the school questionnaire "Learning Support Coordinator questionnaire" and use this information as a basis to provide an "Informe Escolar". This information will be sent to the specialist within a week of the specialist contacting the LSC for additional information.

9. Sharing existing reports: Parents are expected to share any existing medical, psychological or educational reports with the specialists directly.

10. Parent interview: The external specialist will interview the parents to understand the child's home environment, challenges and parental view of the child's needs.

11. Student interview: Depending on the child's age, the specialist will either interview the student or give them a short test to assess their needs.

12. Assessment plan: Based on the gathered information, the specialist will recommend the types of evaluation needed. Parental authorisation is required for these evaluations.

13. Testing sessions: Testing will take place over several sessions, scheduled between the specialist and the parents

14. Diagnostic report: After testing, the specialist will provide a detailed report, including test results (using standardised scores), diagnosis, and an intervention plan tailored to the child's needs.

15. Results meeting: The specialist will meet with the parents to explain the diagnosis and proposed interventions, and discuss the results with students.

16. Follow- up sessions: The specialist will also set up regular follow up sessions with the student, as needed, based on their progress. A programme of sessions should be created with an agreed start and end date/review date.

School-based intervention: If the specialist can provide intervention at school, the LSC will need to organise the sessions with the specialist and parents to fit in with student availability during school hours.

If parents decide to stop the sessions with the specialist before the proposed review date, the LSC must be informed immediately.

17. Coordination with LSC: The specialist will meet with the LSC to share the diagnosis and recommend school adaptations. The LSC will file the original signed report.

18. School support plan: The LSC will meet with the parents and students to discuss school support and adaptations. Student input will be invited in this process.

19. Target Setting: Together, the LSC, student and parents will set targets based on the specialist's recommendations, and any existing Individual Education Plan and Pupil Passport will be updated.

20. Student profile updated The LSC will update the student's Pupil Passport on the Admin system, sharing strategies and interventions with teachers.

21. Information sharing with teachers: LSC will meet with teachers to talk through strategies and interventions to ensure that everyone is aware of the support needed in the classroom.

22. Classroom observations: Regular classroom observations will ensure that these strategies are being followed.

23. Monthly progress updates: The specialist will contact the family monthly to update them on progress.

24. Term reviews: The LSC will meet with parents at the end of each term to review progress, update targets and discuss feedback from teachers.

Appendix 6 – Pupil Passport

<u>PUPIL PASSPORT</u>

My name is:	Identified learning need:
What I am good at:	I can find it difficult to:
What I don't enjoy doing:	I sometimes need help when:

To help me in exams I have:

Three things that teachers can do to help me learn are:

1.

2.

3.

My coach is:

Appendix 7 – Student Concern Form

Please complete <u>all sections</u> of this form and return to CR, SW or GM

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 8 – Individual Education Plan

PUPIL NAME		D.O.B.		CLASS	
DATE BEGAN		DATE FOR REVIEW		STAFF	
Area of concern					

Specific targets to be achieved	Criteria for Success / Assessment	Methods / Activities – How long per day / week	Materials / Equipment / Other requirements	Staffing	Parental involvement
1					
2					
3					
ONGOING EVALUATION NOTES: **1.** **2.** **3.**					