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British School of Gran Canaria

Learning Support

Policy Document



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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:

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.

SAL – Spanish as an additional language

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

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

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

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

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.

3. Rationale

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.

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, 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 regards 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 a 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.
- Monitor and review additional or different provision that is made.
- 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 Equality Act 2010 defines a disabled person as:

'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 (updated in December 2018) which states that:

- The school should ensure that it has the necessary means so that all students reach their maximum personal, social and educational development.
- The school will establish the procedures and identify the precise resources required to identify the specific educational needs of students as early as possible.
- Comprehensive care for students with specific need for educational support will begin from the moment that said need is identified and will be governed by the principles of standardization and inclusion, ensuring students non-discriminatory and equal access to the education system.
- It is the responsibility of the school to ensure the participation of parents or guardians in decisions that affect the schooling of identified students with learning needs. The school must also adopt appropriate measures so that parents or guardians receive individualised advice, as well as necessary information to help them in the education of their children.

6. BSGC Categories of Need and Provisions:

The four main categories of need identified on BSGC Learning Support 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)

In Primary, ALN students are identified when teachers, ATs or the Spanish teacher raises a concern through ongoing assessment. Primary students with ALN receive in class support and interventions with AT and Class Teacher. The Primary LSC along with class teacher, Spanish teacher and parents will produce a Personal Education Plan (PEP) with specific targets identified for the child.

In Secondary, students with a standardised score <90 in any evaluation are considered to have an ALN. These students will be given additional support from ATs including in class support and additional classes to help improve in identified problem areas.

Special Educational Needs (SEND)

In Primary, students identified as ALN will be monitored using the PEP and if little progress is made at certain checkpoints, the LSC will recommend 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 Learning Support Register as SEND.

In Secondary, standardised scores of <85 in any evaluation indicate that a specific learning need might 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 Learning Support 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.
- A plan is made which is described on the Student Profile 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) then this pupil is referred to as EAL and is recorded as such on the Learning Support 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 Learning Support 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 a period of time, e.g. half a term. 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 and communicated to 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 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 Access, Plan, Do, Review Approach highlighted in the SEN 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 to establish whether a difficulty is evident in the child's first language.

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.

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. In Primary, a Personal Education Plan (PEP) is developed highlighting key targets, criteria for success, staffing and parental involvement.

The LSC will plan what support is needed using the Graduated Approach to Learning 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 techniques in the classroom.

DO

Once information has been shared with teachers, the suggested wave 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. Each SEND student will also have signed, original copies of external specialist reports which are 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.

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

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

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

Universal Support

Wave 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 students.

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

In Secondary, the use of Bronze, Silver and Gold activities allows students to complete work at a level suitable for their ability.

Targeted support

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.

Students who need specialised support will have a Learning Profile 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 student profile is developed and shared with teachers, and updated on the BSGC Admin system.

Key information collected during Person Centred Planning meetings includes:

- Student long term goals
- Targets to help achieve those goals
- Current obstacles preventing the student from meeting their goals
- Short term objectives to help student develop

Once the plan has been developed the student, parents, external psychologist and LRC must all review what has been established and sign to show that they agree with the plan. A copy of the plan is kept in the student’s record and reviewed on a regular basis. Key information from the plan is added to the student profile to share with teachers.

Students with SEND are assigned a coach from the Learning Support Department who meets with them on a regular basis to talk about student progress and development against their plan and liaises with teachers to help the student if necessary.

9. Learning Support Register and Student Records

- In Primary, the LSC shares the Learning Support register with Teachers (KS1 and KS2) and ATS. More informal chats and communication take 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 LS Register at the beginning of each academic year, which denotes pupils known to have ALN/SEND/EAL or SAL. Hard copies of the LS register are kept in the LSC's office/Head of Primary's office/Staff Room. All copies of the LS register are updated regularly in response to updated assessments or changing needs. Staff to sign LS Register Review document when they have accessed LS Register at the beginning of the year to confirm access. The LSC will check to see who has accessed the LS Register and will ask Heads of Department to follow up with staff who have not viewed the register.
- 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 staff meeting/circulated via email. 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 profiles.
- Information regarding action concerning a pupil on the LS register is recorded on the school administration system by HoKS or LSC under 'Records'.
- 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 profiles. 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 candidate 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 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. 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 Learning Support Register and monitored by the LSC.

11. Roles and Responsibilities

Director

- Responsible for overseeing the work of the Learning Support Coordinator and the Learning Support policy
- Ensuring an inclusive environment throughout BSGC

Heads of Sector/ Head of Primary

- Working alongside the Learning Support Coordinator to support the Learning Support Policy
- Liaising with the Learning Support Coordinator to raise any student concerns and discuss strategies to help students.

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
- Updating Learning Support 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 Learning Support register.

Heads of Key Stage

- Supporting staff to identify concerns and guiding staff on how to report concerns
- Ensuring that all staff are utilising strategies laid out in student profiles and working with students identified on the Learning Support 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 the 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 Learning Support Coordinator
- 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
- When using external specialists, provide regular information to Learning Support Coordinator relating to the student's progress and any needs that have been identified.

Appendix A**STUDENT CONCERN FORM**

Please complete all sections of this form and return to CR

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
<i>Learning Concerns</i>			
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	
<i>Behavioural/emotional concerns</i>			
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 Learning 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 Profile

- **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.
- **Concerns:** 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.

Appendix C – Personal 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.