



Learning Support Policy

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Executive Summary

Audience

All staff and parents (including prospective parents) of St George's.

Key Points

- Children have special educational needs if they have a learning, physical, emotional, behavioral or mental health difficulty, which requires special educational provision.
- St George's British International School is an inclusive school that welcomes applications from families with children who have special educational needs. All applications are considered on a case-by-case basis.
- Children and young people with special educational needs are supported at St George's in a variety of ways, depending upon need.
- Applications for admission from families of children with a previous history of need should include all relevant assessment reports and educational plans with their application.
- Assessments of need can be conducted in school, and external therapists and professionals may also be involved in assessments of need.
- In cases where children and young people need significant levels of support, parents will be charged an additional fee to cover the costs of such provision.
- Admissions of children and young people with complex needs will be considered in line with procedures outlined in this policy.
- The designated lead for inclusion and support is Mr. Trevor Bestall who is the Director of Student Support Services, a senior member of the school. He is supported in this role by a Second in the team, Mr. James Blackburn, who will deputize for Mr. Bestall and perform his duties in Mr. Bestall's absence.



Section 1: Introduction

1.1 Policy Statement

We recognize the rights of all children, including the rights of children and young people with special needs. We recognize and respect the fact that children may:

- have different educational and behavioral needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

1.2 Aims

The aims of this policy are:

- to create an environment that meets the special educational needs of each child and provide appropriate learning activities and access to the curriculum;
- to ensure that the special educational needs of children are identified, assessed and provided for as early as possible; (any previous assessments of a child should be made available to the school prior to admission);
- to make clear the expectations of all partners in the process;
- to work, wherever possible and appropriate, in partnership with parents and outside agencies. These include external specialists from the wider community such as psychologists, psychiatrists, Occupational Therapists and Speech and Language therapists. Reference is also made to the local Health Authority (ASL) where cases of Italian nationals are covered by Legge 104 (2010) of the Italian Code;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- where possible, to enable all children and young people from Early Years to Years 12 and 13 to be fully integrated into classroom and school activities at a level appropriate to their needs.



The Director of Student Support, Mr. Trevor Bestall, (together with the Second in Support Team and the LSJS SEN Coordinator) is responsible for:

- managing the day-to-day operation of this policy;
- overseeing the provision for and the school's responses to children's special needs, especially where these may change, for example for students at points of transition, e.g. from Key Stage 2 to Key Stage 3, or from (I)GCSE to IB programmes;
- liaising with and advising colleagues and parents;
- contributing to and managing the records of all children with special educational needs;
- managing the school-based assessment and facilitating the provision of external assessment.
- maintaining resources and a range of teaching materials to enable appropriate provision to be made;
- acting as link with external agencies and other support agencies;
- monitoring and evaluating the special educational needs provision and liaising with the Principal, Heads of the Junior Schools and Senior School, the IB Coordinator, Examinations Officer and relevant members of staff (e.g. Head of Year, Head of Sixth Form, class teacher etc.);
- Liaising closely with the EAL Coordinator and EAL staff in order to monitor the need for special educational provision for EAL students.



Section 2: Practice and Procedure

Children with **special educational needs** have **learning difficulties** that call for special provision to be made. Special educational provision constitutes educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in this school. Children may have special educational needs either throughout, or at any time during their school career.

The school uses a **three stage model** to respond to children's special educational needs. At all stages, parents/carers are made aware of concerns for their children's progress.

2.1 Stage 1 (Monitor Stage)

This is an initial period of concern about a child whose rate of progress has been identified as inadequate despite having appropriate learning experiences. It enables the class teacher in the Junior School, or Head of Year/pastoral leader in the Senior School, to consult with the Director of Student Support via a **Record of Concern** form, filled in by the class teacher/Phase Coordinator or Head of Year, and a copy given to the Director of Student Support. The pupil is not placed on the SEN register at this stage, but parental awareness will have been raised either at Parent Teacher evenings or by specially requested meetings with the main referrer.

During this stage, after a **Record of Concern** has been received, a period of information collecting will take place. This will normally involve gathering information from other teachers of the child, possible observation of the child, or, in some cases some one-to-one sessions with a member of the support team. Once this information has been collected and evaluated, teachers are given strategies to support the child in school, and a period of monitoring of progress using these strategies begins. This varies from one month to half of one term, depending on the reasons described in the original Record of Concern. If after this period the evaluation concludes that the child has made or is making sufficient progress in those areas highlighted by the Record of Concern, the child will no longer be involved with Student Support services. If concerns persist, the child moves to Stage 2.



2.2 Stage 2

This is the stage at which parents are invited to meet with the Director of Student Support Services or someone deputised by him (Second in Support Team/ LSJS SEN Coordinator). This meeting is a summary of the current position, and is the opportunity to recommend formal assessment in order to better understand why the child is continuing to experience difficulties. Stage 2 recognises a need for formal assessment in order to determine underlying reasons for lack of progress. This assessment will in some cases be internal and carried out by the Director of Student Support (or another person designated by him who is also qualified to carry out standardised educational/psychological assessments). Other recommended forms of assessment may include referral to external specialists, for example:

- Occupational Therapy assessment;
- Speech and Language assessment;
- Psychological evaluation;
- Developmental Optometry evaluation

Such advice would only be a recommendation from the school and would involve a private fee-paying arrangement agreed between parents and the recommended external specialist. In such cases, parents are urged to share the results of external assessments with the school so that a more informed support plan may be put in place for the child.

2.3 Stage 3

Once results of formal assessment are known, parents and other interested stakeholders are informed and in most cases a plan for provision and strategies (**Learning Support Profile**)¹ is put in place. Strategies are agreed including school-based intervention (in

¹ A **Learning Support Profile** may be used to describe the interventions for children who are on Stage 3 of SEN provision. A Learning Support Profile may be used to describe the interventions for children who are on Stage 3 of SEN provision. Learning Support Profiles are devised by members of the Student Support Services team. The Learning Support Profile contains basic SEN information about the child, past support history (if any), and recommended teaching strategies to be used. The Learning Support Profile records strategies that are related to key areas of communication, literacy, numeracy, behaviour and social skills. The targets are shared with the teachers and parents where appropriate. Learning Support Profiles are reviewed once a year where appropriate.



class support, one to one and small group interventions)², and, if needed, therapy from outside specialists (paid additionally and privately by parents). This plan is reviewed twice a year.

2.4 Admission of children with complex needs

St George's is an **inclusive school**, and, where possible, will consider the admission of children with complex needs. We define cases of complex needs, and/or significant levels of need, as children who would need to be supported by a dedicated support assistant for 80-100% of the time spent in school. This might additionally, but not always, involve supervised break times and lunchtimes, and support when visiting the bathroom, for eating, and with personal hygiene routines. Such children may also require specialist technical provision and physical support.

Admissions of cases of complex needs are considered on a case-by-case basis by the Director of Student Support Services (or someone who is deputising for him), together with the Principal, the Head of Admissions and Marketing, and the relevant Head of the school to which the child's family are applying. The process of admission of children with complex needs is as follows:

- An application for admission of a child with complex needs is made at least six months before the proposed starting date;
- The application is accompanied by all up to date psychological, assessment and medical reports, and these are made available on a confidential basis to the Director of Student Support Services for consideration;
- The Director of Student Support Services will need to meet the child and the family as soon as possible at this stage. We cannot admit children with complex needs unless this meeting can take place;
- The Director of Student Support Services will then take the case to the Principal, the Head of Admissions and Marketing and the relevant Head of school, to discuss in detail the viability of the application. This discussion not only considers the

² In cases where support exceeds **normal levels of support** (three to five periods/lessons per week), **parents will be asked to pay an additional charge for such support**. Please see the appendix of this policy for a list of additional charges for support. An annual review of progress will take place at which a decision is reached about whether there is a need to continue support.



needs, age, and educational stage of the child, but also the school environment and suitability of the placement, and if the school is able to offer the best possible service to the child and the family;

- If the admission is considered viable, a proposal will then be made to the child's family. This proposal will involve a request for additional funding from the family to enable the school to employ a dedicated Caregiver to support the child in school. The placement of the child at St George's can only proceed when this funding is agreed and a suitable Caregiver has been employed. The proposal may also include recommendations for further assessment, curriculum modification, and if the child would be a full time or a part time student at the school;
- As with all the children whose families apply for admission to St George's, places can only be offered if there is space in that child's year group.
- When additional funding has been agreed and finalised, a Caregiver has been employed, and a plan has been put in place for the child, a date for admission can be agreed.



Section 3: Assessment and Record Keeping

3.1 Assessment of need

- In cases where families apply for children with a history of need, the **Director of Student Support Services** is routinely involved in the admission to assess the extent to which the child's needs can be met at St George's. Such families should ensure that the school has full access to information about the child's needs, including up to date assessments from specialists, and a history of support in the child's previous school.
- A recommendation may be made for a **provisional place offered** for a fixed period to gain a more detailed understanding of the child's support needs.
- If, on review, a child's support needs involve assessment and further intervention, **additional funding may be required.**
- In some cases, however, for a variety of reasons and across all key stages, a child's special needs may not have been identified or clarified prior to admission to St George's. In these cases, teachers who have concerns regarding the progress of students in their care, will raise these with the Student Support team and the Heads of schools. Parents will be consulted and appropriate strategies agreed. These may include a variety of approaches, as well as observation and monitoring. These results will be shared with parents and recommendations made, if necessary, for further intervention and possible formal assessment.
- In cases where further intervention and formal assessment are required, an additional cost to parents/carers may be required to ensure appropriate ongoing support for their child.
- In circumstances where parents cannot or do not wish to support such a plan, the relevant Head of school may no longer be able to offer the child ongoing placement at St George's.



3.2 Assessment for Special Arrangements in Public Examinations

Children with special educational needs often require, or are eligible for, special arrangements in external tests and exams such as the (I)GCSE and IB examinations, in line with the criteria as set out by JCQ (the supervisory body for UK qualifications) and the IBO (International Baccalaureate Organization).

Special arrangements that may be granted to candidates may include one or some of the following:

- Extra Time
- Use of a word processor
- Separate room
- Reader and/or Scribe
- Enlarged/modified papers

The **Director of Student Support** is responsible for carrying out the appropriate assessments and collating such information and evidence of need as necessary in order to request such arrangements from the relevant awarding bodies. Permission for such arrangements can only be granted by such awarding bodies and not by the school. Making a request for such arrangements in no way guarantees that the awarding bodies will grant them. **Arrangements that involve processing an application, additional supervision and rooming will be charged at an additional rate to parents (see appendix below).**

Assessments may be carried out by suitably qualified team members within the school. Consent from parents will be sought before such assessments take place, and the results from such assessments will be made known to parents in the form of a report, presented at a feedback meeting with parents once the assessment has taken place. Consent must be sought from parents before the results of assessments are made known to any third party. The school may also recommend additional assessment from external specialists known to the school. Such external assessments are paid for privately by the parents in agreement with the external specialists. The parents will also pay for any subsequent



regular therapy (e.g. Occupational Therapy, Speech and Language therapy) that takes place in school separately.

All confidential information gathered from assessments of a child's needs will be kept in a secure place within the school.



Section 4: Staffing and Resources

- The **Director of Student Support** is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school.
- The Director of Student Support draws up a resources bid annually, and whenever the budget is able to facilitate immediate needs.
- The **Principal** is responsible for the allocation of resources, including human resources, to the Director of Student Support.
- In cases where children and young people need extensive support from a specially designated support worker, the Director of Student Support will liaise with the Principal, and parents will be charged additionally for this provision (see appendix below).



Section 5: Linked Policies

1. 108 Academic EAL Policy
2. 201 Safeguarding Child Protection Policy
3. 401 General Admissions Policy



Monitoring and Review

This policy will be reviewed by the **Director of Student Support Services** in **September 2022**.

Approved by

The **Principal** on behalf of the school

The **Chair** on behalf of the Board of Governors

Change History Record

Version Number	Description of Change	Author(s)	Date of Issue



Appendix

List of Additional Charges for Support for Students with Special Educational Needs

St George's offers a tiered amount of support to teach children with learning difficulties or disabilities, social and emotional, or mental health needs. Support for these students will be provided at additional cost where this exceeds the level that can be normally expected from a school such as St George's (e.g. three supported lessons per week) (See table below).

Special Needs support provision may include any combination of the following:

In class support

- One to one/small group support
- Specialist tuition
- Specialist learning planning
- Reviews of progress/transition planning

Tiers of provision are based on approximate percentages of time that the child will be supported in school.

Tier/Level	Percentage of time allocation	Additional cost
A	Up to 20% (equivalent to up to 6 lessons per week)	€5000 pa
B	Up to 50% (equivalent to up to 15 lessons per week)	€15 000 pa
C	Up to 100% (equivalent to up to 30 lessons per week)	€ 30 000 pa



Additional charges - specialist educational assessments

Specialist educational assessment charges are outlined in the table below. Parents may opt to use private external assessments if they would rather and we will endeavour to support them in sourcing a suitable provider. If the school recommends that a pupil should be assessed, the school reserves the right to make this a requirement of a pupil's admission or attendance at the school.

Level	Detail	Examples	Duration	Cost
1	Basic Assessment	In class monitoring, compiling teacher feedback, production of a summary report comprising initial feedback to parents	-	Free
2	Enhanced Assessment	One-to-one needs-based assessment using a formal instrument, initial assessment and follow up reporting meeting with parents, production of a detailed formal report	2 hours assessment	400€
3	Advanced Assessment	One-to-one full diagnostic assessment using a formal instrument initial assessment and follow up reporting meeting with parents, production of a detailed formal diagnostic report	4 hours assessment	800€
4	Examination Concessions Administration	Application procedure for additional time and support for IB or IGCSE examinations	-	150€