



Learning Support Policy

Approach

1. Learning support process and systems

- a. SJI International Elementary School has in place several Learning Support systems for all students, including the monitoring of student performance to ensure students achieve the desired learning outcomes of the School's courses and are able to achieve their potential as learners..
- b. Timely intervention mechanisms are set in place to ensure that there is proactiveness in improving the performance of students requiring additional support.

2. Providing periodic progress reports (Academic and Non-Academic achievements)

- a. **Progress reports** are to be issued for all students throughout the year and provided to parents/guardians (where applicable). Reference should be made to the **Student Assessment** manual.
- b. Reference to non-academic achievements for students to promote positive behaviour (e.g. WOW cards) should be made to the **ES Promoting Positive Behaviour and Anti Bullying Policy** manual.

3. Evaluation of Learning Support measures for effectiveness and review the process of monitoring student learning and development

- a. Any intervention actions / goals are to be evaluated for effectiveness and improvements through the use of both individual evaluations done individually with students and group evaluations (e.g. Learning Support Team) done at the School level.
- b. As each individual student is different, intervention measures (including actions and interim targets) would need to be customized to ensure that they suit each and every student.
- c. The Learning Support procedures will be reviewed once every two years using the platforms of Internal Reviews (carried out by process owners) and annually for Internal Assessments (carried out by **QA Staff**).

Process

Write-up: Process Steps & Details

1. Implementation of Learning Support Systems in SJII Elementary School

1.1. Aim of Learning Support in SJII Elementary School:
To support the school in achieving its mission statement:

Enable students to learn how to learn and to learn how to live, as Lasallian people for others.

Rationale:

That students in SJIIES have the right to a broad and balanced curriculum that recognises individual differences. The Learning Support Team's mission is to support students socially, emotionally and academically to help them to achieve their potential as learners and to participate fully in school life.

Department Staffing:

- Vice Principal)
- Assistant Principal (Student Success)
- Learning Support (LS) teachers and teaching assistants

Objectives:

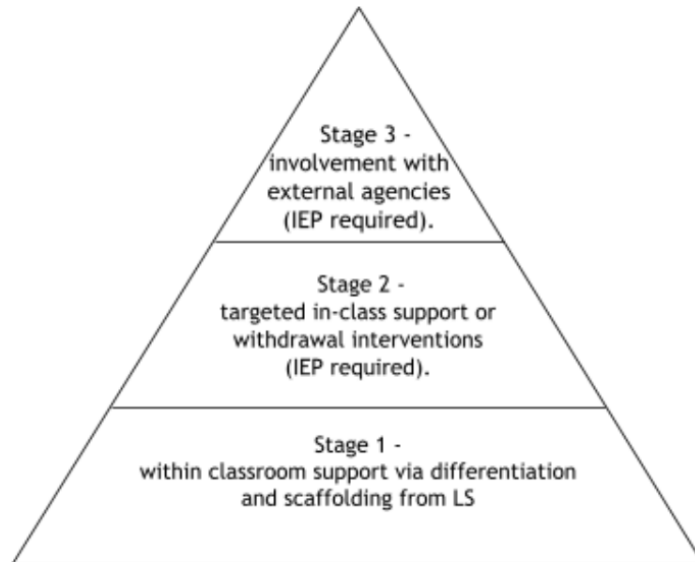
- Assessment and monitoring of students needs
- Provision of support, that is flexible, proactive and reactive to the changing needs of individuals and the school
- Advice on modification of assessment procedures
- Provide advice to staff on differentiation and scaffolding
- Organise training for staff
- Liaise with Admissions department to assist with enrolment
- Correspond with external agencies
- Keep records and documentation up to date and confidential

Referral Procedures

- Teacher approaches member of the Learning Support team;
- **Concerns are noted by Student Support Referral Form**
- Pastoral team discuss referral;
- A member of the Learning Support team will assess the student through observations, book looks, screening and/or assessments;
- Feedback will be provided to the teacher and the student may receive support/intervention and an Individual Education Plan (IEP).

Stages of Intervention:

SJII Elementary School uses a graduated three-stage response to students' additional learning needs. This graduated approach allows for a continuum of addressing students' needs across the school, and recognises that students' needs may be of a temporary nature.



Individual Education Plans (IEPs)

The information in an IEP provides a deeper understanding of a child's strengths and recommendations for support. If a child has a diagnosis, it will be stated on the IEP alongside recommended strategies for support. Additionally, some students may have goals, if required. Goals recorded will also be reviewed at a later stage on the status of their achievement.

Confidentiality

Information including assessments, IEP's and reports will be collected and stored in locked filing for the duration of a student's attendance at the school and for 2 years thereafter a child leaves the school). All pastoral staff and relevant class teachers have access to the stored data for Learning Support.

Referrals and Procedures

Upon application for admission to the school all potential applicants are expected to meet specific admissions criteria as outlined in the school's [Student Selection and Admissions](#) manual. Apart from specific academic ability and school readiness, a sufficient level of receptive and expressive English ability is required.

If any concerns are identified or highlighted during Admission, the student will be referred to the Assistant Principal (Student Success) for a further assessment to determine suitability for SJIIES.

Learning Support Register

All students in Elementary School who receive learning support and/or with a diagnosis will be recorded in the [Learning Support Register](#) for tracking purposes.

Learning Support and EAL

If a student is supported by both the EAL and LS Departments, all decisions concerning the student's support will go through the class teacher and will be discussed at Pastoral Support Level.

2. Providing Periodic Progress Report (academic and non-academic achievements)

2.1. **Progress reports** are to be issued for all students throughout the year and provided to parents/guardians (where applicable). Reference should be made to the **ES Student Assessment** manual.

Reference to non-academic achievements for students to promote positive behaviour (e.g. WOW cards) should be made to the **ES Promoting Positive Behaviour and Anti Bullying Policy** manual.

3. Evaluation of Learning Support Intervention Measures for Effectiveness and Reviewing the Process of Learning Support for Continual Improvement

3.1. The Learning Support Team will meet regularly to discuss the students who require learning support, as well as to evaluate the various actions and measures taken for these students. Discussions are recorded in the **Learning Support Team Meeting Minutes**.

4. Reviewing the Process of Learning Support for Continual Improvement

4.1. The ES Learning Support policy and procedures would also be reviewed through the following platforms: -

- Internal review by respective process owners using the **Internal Review Form**
- Internal assessment by **QA Staff** using the **Internal Assessment Report**