

Learning Support Policy

Policy written by: Philippa Mills Oct 2019

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'College' refers to Bristol International College; 'parents' refers to parents, guardians and carers.

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1. KEY STATEMENT - VALUE AND PRINCIPLES

- 1.1. Bristol International College is committed to:
 - 1.1.1. providing every student with the best possible education;
 - 1.1.2. ensuring that students are given every opportunity to achieve at the very highest level of which they are capable;
 - 1.1.3. treating all students and staff equally and fairly, regardless of ethnicity, religion, attainment, disability, age, gender or background;
 - 1.1.4. seeking and taking into account the views, wishes and feelings of the students and their parents.

2. AIMS AND OBJECTIVES

- 2.1. To provide access for all students to an appropriately differentiated, broad and balanced curriculum, including the National Curriculum;
- 2.2. To address the needs of all students who may have additional learning needs, either throughout, or at any time during their College careers;
- 2.3. To recognise that there is a variety of needs, which may take many different forms;
- 2.4. To create an inclusive environment, where the needs of students are met alongside their peers;
- 2.5. To identify and assess all students' additional learning needs as early as possible, that these may be quickly and appropriately met;
- 2.6. To monitor students' progress in order to provide and evaluate appropriate support;
- 2.7. To take into account the wishes of the student, taking into consideration his or her age and understanding;
- 2.8. To take into account the vital knowledge, views and experience of parents, in order to promote an active partnership in the decision-making process;
- 2.9. To develop and maintain in all staff a high level of skill and confidence in meeting students' learning needs;
- 2.10. To ensure close co-operation between all agencies concerned and a multi-disciplinary approach to the resolution of issues.

3. RESPONSIBILITY FOR THE COORDINATION OF LEARNING SUPPORT PROVISION

- 3.1. At Bristol International College the role of SENDCo (known as 'Head of Learning Support') responsible for:
 - 3.1.1. providing overall leadership, direction and support as well as the day to day operation of the Learning Support department;
 - 3.1.2. liaising with and advising all staff in the identification of and planning for students with additional needs;
 - 3.1.3. coordinating provision for students with additional needs;
 - 3.1.4. maintaining Learning Support records;
 - 3.1.5. monitoring students' progress;
 - 3.1.6. liaising with parents of students with additional needs;

- 3.1.7. liaising with other Colleges and with Universities, providing adequate information when students transfer;
- 3.1.8. maintaining and updating resources in a central resource area for use by staff and students;
- 3.1.9. contributing to the in-service training of staff;
- 3.1.10. liaising with external agencies including educational psychologists, health and social services.

4. ROLES AND RESPONSIBILITIES OF STAFF, STUDENTS AND PARENTS

4.1. The Principal

- 4.1.1. The Principal has overall responsibility for the day-to-day management of all aspects of the College's work, including provision for all students.

4.2. Learning Support Department

- 4.2.1. The Learning Support staff help to deliver an individual's or group of students' IEP targets. The Learning Support Assistant is guided by the class teacher and/or Head of Learning Support as to the precise nature of the student's needs and support.
- 4.2.2. All Learning Support teachers have a qualification in supporting students with Specific Learning Difficulties, alongside their teaching qualifications.
- 4.2.3. The Learning Support Department works closely with teaching and support staff; subject-based departments and those who have a senior role in designing and managing the curriculum.

4.3. Subject Teachers

- 4.3.1. Subject teachers have the responsibility to ensure that appropriate teaching and learning takes place for all students. Each teacher will provide a suitable differentiated programme in order that students of all abilities have access to the whole curriculum.
- 4.3.2. Before meeting a new class, all staff should make themselves aware of those students in each of the classes they teach who have an individual education plan and the outlined strategies to support them. This information can be found in TEAMS.
- 4.3.3. Teachers will keep their planning flexible in their endeavour to provide effective, inclusive learning opportunities which:
 - a) set suitable challenges
 - b) respond to students' diverse needs
 - c) overcome potential barriers to learning for individuals and groups of students
- 4.3.4. The initial identification of additional learning needs lies with the class teacher together with the Head of Learning Support.
- 4.3.5. The class teacher should involve parents at an early stage in the identification process and inform them regularly of progress made.
- 4.3.6. The class teacher should have access to the time and advice of the Head of Learning Support.

4.4. Students

- 4.4.1. Students are more likely to be motivated and become actively involved in their learning if their views are considered at an early stage in action-planning, and throughout the review process.

4.5. Parents

- 4.5.1. Parents have an important role to play in the partnership with College to ensure their child's potential is achieved. They are called upon to:
 - 4.5.2. share concerns about their child's progress with the class teacher, Head of Learning Support or Principal, assisting in the College's identification of their child's needs and to be involved at all stages with the
 - 4.5.3. student's programme of work;
 - 4.5.4. bring to the College's attention, where appropriate, any circumstances which may affect the student's behaviour or progress at College;
 - 4.5.5. join with the class teacher and Head of Learning Support in drawing up and reviewing targets for their student's IEP;
 - 4.5.6. contribute to the success of the IEP by playing their agreed part in support of the student's learning.

5. ADMISSION ARRANGEMENTS

- 5.1. The College will aim to meet the needs of any student presenting for admission, subject to the College's Admissions Policy and the proviso that the student is able to access the College's curriculum as a whole. (Any diagnosed or existing SEN or disability please refer to the SEND policy).

6. ALLOCATION OF RESOURCES FOR STUDENTS WITH ADDITIONAL SUPPORT NEEDS

- 6.1. The Head of Learning Support keeps a resource bank of specialist materials for students' and teachers' use. These are readily available and can be borrowed for use with individual students or groups in the classroom.

7. IDENTIFICATION AND ASSESSMENT OF STUDENTS' NEEDS

- 7.1. Early identification, assessment and provision for any student needing support are important for the following reasons:
 - 7.1.1. They can minimise the difficulties that can be encountered when intervention and provision occur;
 - 7.1.2. They can maximise the likely positive response of the student;
 - 7.1.3. They can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected.
- 7.2. The effectiveness of any assessment and identification will be influenced by the involvement and interest of the student and parents. They have relevant information to offer and it is important for the student's self-esteem that they are consulted. The success of the programme will depend on the positive support and participation of all concerned.
- 7.3. In general, physical difficulties will be identified prior to a student coming to the College. Each case is considered and guidance sought, where necessary, from

outside agencies, concerning the necessary provision. Parents are asked to play an active role in this procedure and the views of the student are also considered to be of paramount importance.

Please refer to the College's Accessibility Policy for further details.

- 7.4. A student's additional learning needs may be identified through:
 - 7.4.1. Admissions procedures;
 - 7.4.2. Information from a feeder educational establishment;
 - 7.4.3. Comments made by the student;
 - 7.4.4. Parental concerns, which may be communicated at any time to the class teacher;
 - 7.4.5. Subject teachers, through ongoing informal teacher assessments/observations;
 - 7.4.6. Formal & informal assessments
 - 7.4.7. Liaison with other class teachers
 - 7.4.8. Learning Support Department, if an observation, formal assessment or screening test is requested;

8. GRADUATED APPROACH: SUPPORT STUDENTS WITH ADDITIONAL LEARNING NEEDS

- 8.1. Subject Teaching
 - 8.1.1. Subject teachers are responsible for providing an appropriately differentiated curriculum for all students within the classroom, supported by the Head of Learning Support. If there are concerns about a student's progress at this stage an observation may be requested and recommendations made for support within the classroom, e.g. use of illustrated dictionaries; access to a word processor; focused group work; College/Class Rules and Rewards Systems, whole College Behaviour Policy, PSHE Curriculum, visual aids.
- 8.2. Subject Support
 - 8.2.1. A student's progress will be monitored over time (normally half a term or a term) and effectiveness of the strategies implemented will be evaluated. If the student is not felt to be making appropriate progress; if they are assessed by the subject (s) as working just below the expected level for their age group, or if observations identify gaps in learning, a specific learning programme may be recommended, Students with additional physical and/or sensory needs may need access to specialist equipment. This additional support may be individual or in a small group, within or outside the classroom. It may be provided by a Teaching or Learning Support Assistant. This intervention should be specific and time- limited, and progress evaluated at the end of this period. Students' names are recorded and parents contacted to discuss the additional support needed.
- 8.3. College Support
 - 8.3.1. If a student has not made adequate progress after a specified time at 'Subject Support'; or if they are achieving at a level significantly below that expected for their age group, or if they continue to present challenging

behaviour, they may receive increasingly individualised (1:1) teaching programmes, generally provided by Learning Support teacher, outside the classroom. At this stage, after consultation with the parents and the student, further observations and assessments may be carried out, and an 'Individual Education Plan' (IEP) will be drawn up, detailing specific short-term targets and support programmes/teaching strategies to be implemented, e.g. 1:1 literacy or numeracy support. Students' names are recorded on the 'College Support' list and IEPs are reviewed at least termly. These reviews will endeavour to seek the views of the parents and students and set new targets where appropriate.

8.4. Specialist Support

1. If a student continues to make inadequate progress, or present increasingly challenging behaviour, the Head of Learning Support may discuss with parents the possibility of seeking further advice and assessment of the student's needs through referral to an outside agency e.g. Educational Psychologist, Speech and Language Therapy Service, Occupational Therapist, Physiotherapist, CAMHS, Optometrist, Paediatrician. The Head of Learning Support would make recommendations and provide contacts for parents and attend any meetings with outside agencies, as appropriate. At this stage, students may receive support either outside or within the College, directly from the outside agency, or the agency may advise and train College staff to deliver specialist programmes within the College, e.g. fine and gross motor skills programmes; speech and language therapy; physiotherapy; counselling; mentoring; anger management; social skills training.

8.5. Details of further support may be found in the SEND policy.

9. THE GRADUATED APPROACH IN ACTION

9.1. Assess

9.1.1. Subject teachers have the initial responsibility for assessing a student's progress, in line with the College's 'Assessment Policy'. The Head of Learning Support may also carry out more detailed assessments, as appropriate. Assessment procedures may include:

- a) Screening Programmes e.g. COPS;
- b) Observations - informal and formal;
- c) Information from parents or students;
- d) College tracking of student progress, through a cycle of informal and standardized assessments;
- e) Student progress and review meetings.

9.2. Plan

9.2.1. Ongoing assessments will be used by subject teachers or Head of Learning Support to inform planning for teaching and target-setting. Planning for students at different stages of the 'Graduated Approach' may include:

9.2.2. Differentiation by:

- a) **Resource:** well designed, consisting of a variety of forms including a multi-media approach; build in study skills and prepare students for the methods of study to be used;

- b) **Task:** show a variety throughout a theme/topic, matched to the student's ability;
- c) **Response:** clear objectives, create an atmosphere where students discuss their own and each other's work;
- d) **Support:** celebration of achievement based on the student's own progress, additional support from a Teaching or Learning Support Assistant, Learning Support teacher or house tutor;
- e) **Group Structure:** small group work, close attention paid to student profiles when preparing seating plans.

9.2.3. Evidence-based interventions, which include clear entrance and exit criteria and are monitored and evaluated. Planning is through IEPs, which are devised by the Learning Development teacher alongside subject teachers, highlighting a student's strengths and areas for development and including a review date. The content of IEPs are derived primarily from:

- a) Learning Support teacher assessment and/or outside agency reports;
- b) Subject teachers' evidence;
- c) Parental and student contributions.

9.3. Review

9.3.1. Guidelines for evaluating impact of additional support:

- a) Monitor the progress of students with additional learning needs on a regular basis;
- b) Demonstrate if support has resulted in increasing the rate of progress and narrowing the gap for identified students;
- c) Review support arrangements regularly with regard to their impact on students' agreed longer term outcomes.

10. EVALUATING THE SUCCESS OF PROVISION

10.1. Nationally standardised assessment tests (computer and paper-based) may be used to collate evidence of a student's progress annually, the results of which are analysed, giving each student a profile of their literacy and numeracy skills as well as their potential. Student and parent feedback is encouraged and used to influence future targets and shape support programmes.

11. RECORDS OF LEARNING SUPPORT

11.1. IEPs/reviews from Learning Support teachers are sent to parents, who are invited to comment on progress and make suggestions.

11.2. All hard copies of records are kept by the Head of Learning Support in locked cabinets, and sensitive, electronic data is kept securely in line with the Bristol International College's 'Data Protection Policy'.

12. IN SERVICE TRAINING (CPD)

12.1. Carefully structured, well-timed INSET helps to remove any anxieties that staff may have. Furthermore, it gives them the skills and understanding that they need to meet the needs of all their students in the classroom. All staff are appraised through

the College Appraisals Process. Suitable courses are supported for all staff who have highlighted additional learning needs and differentiation in their action plan. Issues of staff development and 'Learning Support' are considered by the SLT as part of the overall strategic plan

13. WORKING PARTNERSHIP WITH PARENTS

- 13.1. Learning Support teachers meet with parents or contact them to discuss their child's progress on a regular basis. Furthermore, parents are encouraged to make an appointment with the Learning Support teacher at any time, if they have any concerns regarding their student's progress or support. This may be done in person or electronically, via Skype.

14. LINKS WITH AGENCIES AND VOLUNTARY ORGANISATIONS

- 14.1. The Head of Learning Support may make recommendations and provide contacts for the following support agencies: Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, CAMHS, Parent Support Service, Optometrists. The College may also seek support from other voluntary and private agencies, as required.