

## Learning Support Policy

Title (or name) of Current Owner	Head of Learning Support (John Serkiz)
Category	Learning Support
Extent	Whole School
Date Implemented	August 2013
Standard Review Period	Annual
Last Reviewed by	Vice Principal (Garry Russell)
Approved by	Garry Russell
Next Scheduled Review Date	June 2022

NOTES: This policy sets out the vision and direction of our approach to learning support provision within our setting and our commitment in ensuring that we strive for all students to reach their potential. The decision to describe the Department as Learning Support instead of SEN reflects a more holistic and inclusive approach to service delivery whole campus.

## **Learning Support Background**

Learning support in its current form has evolved at British School Guangzhou from Special Education Needs (SEN) into a more inclusive and broader definition of Learning Support. Learning Support implies services and activities to enhance and enable the teaching capacity of the BSG Education community; support families in understanding the individuality of their child's abilities both academically and developmentally; and provide direct services to students following "pull out" and "push in" models of student support (Appendix 1). Services are provided based on the identified strengths and needs of the student, with consent of the students' parents or guardians, and following a family centred approach.

Starting academic year 2020-21, Learning Support transformed into a cross campus Department with Team members in Primary and Secondary reporting to a Head of Learning Support. The establishment of a cross campus department implies accountability in the following areas:

- Standardised processes for service delivery.
- Adherence to evidence-based screening, consultation, assessment, and interventions.
- Development of functional and responsive Team model for meeting the requests for support.
- Reporting of Department activities and initiatives through workload statistics.
- Maintaining collaborative relationships with Marketing/Admissions, EAL, HR, and Phases.
- Financial aspects of LS operations from a revenue perspective, budget management, and staffing requests.

Learning Support also includes specialised services of a Speech and Language Therapist (ST). BSG is committed to provided ST clinical services of screening, assessment, and intervention following evidence-based practise with a family centred approach.

At present, Learning Support staffing includes:

- 1.0 LS Lead (Primary)/Speech Language Therapist (Whole School)/Head of LS
- 1.0 LS Lead (Primary)
- 1.0 LS TA (Primary)
- 1.0 LS TA (Primary)
- 1.0 LS Lead (Secondary)
- 0.5 LS TA (Secondary)

## **Learning Support Roles and Reporting Structure**

LS Leads and LS Teaching Assistants directly report to the Head of LS. Bi-weekly Team Meetings (Learning Support Discussion Forums) will be held on a rotating chair and recorder schedule that allows participatory leadership within the Team.

Head of Learning Support reports to the Vice Principal, with responsibilities and accountability including:

- Day to day responsibility for the operation of the Learning Support and coordination of staffing to support students participating in LS services.

- Ensure consistency of LS services across year groups.
- Report programme data and ongoing services to VP.
- Ensuring documentation standards, best practise standards, and family centred services are provided in a timely and accessible manner.
- Support all individuals on the LS Team for skill development, engagement in participatory leadership, performance management through Success Factors, and encouragement to grow their professional skills to their potential.
- Collaborate with Human Resources for the purpose of recruitment, interviews, and hiring of new staff.
- Liaise with community partners for external student assessments and/or services.
- Liaise with other Nord Anglia LS/SEN Programmes to support practise and collaboration.
- Coordinate LS sponsored PD opportunities within the BSG community.
- Present to BSG parent groups or other external presentations as requested by SLT.
- Support 1:1 TAs supporting Wave 4 students as per BSG policy.
- Collaborate with EAL as required to ensure consistency in practise and reduce any duplication of services.
- Collaborate with Admissions/Marketing for new student assessments and marketing activities as requested.
- Liaise with parents for quality and improvement purposes.
- Update and maintain BSG website and brochures.
- Maintain LS TEAMS site.
- Maintain LS policy and ensure waves and process map remain relevant and useful.
- Participate in ongoing training and skill development which should include Nord Anglia University as a resource.

Primary and Secondary Learning Support Leads report to the Head of Learning Support. Secondary Learning Support Lead has a “dotted line” accountability to the Deputy Head of Secondary. Leads have responsibilities and accountability including:

- Provision of individual and group LS services.
- Assessment, screening, and observation of students with appropriate documentation provided to families and educators.
- Management and maintenance of student files on the LS server.
- Maintain and follow the Waves of Support for identification and provision of services to students.
- Develop and maintain positive collaborative relationships with education teams; including Heads, Teachers, Classroom TAs, and EAL.
- Follow family centred practise principles of family involvement and engagement.
- Maintain standards of documentation including reporting on iSAMs.
- Maintain and report workload statistics to the Head of LS.
- Develop and maintain Individual Learning Plans (ILPs).
- Participate in student meetings.
- Provide care coordination for students including ongoing monitoring of progress, meetings with families, year-end reporting, and ensuring continuity of services from one academic year to the next.
- Deliver ASAs as part of whole school education participation.
- Participate in ongoing training and skill development which should include Nord Anglia University as a resource.

Primary and Secondary Teaching Assistants report to the Head of Learning Support. Teaching Assistants have responsibilities and accountability including:

- Provision of individual and group LS services.
- Maintenance of student files on the LS server
- Develop and maintain positive collaborative relationships with education teams; including Teachers, TAs, and EAL.
- Follow family centred practise principles of family involvement and engagement.
- Maintain standards of documentation.
- Maintain and report workload statistics to the Head of LS.
- Participate in student meetings as requested.
- Deliver ASAs as part of whole school education participation.
- Provide translation upon request.
- Consistently strive towards independence in LS practise with students.
- Participate in ongoing training and skill development which should include Nord Anglia University as a resource.
- Coordinate LS Awareness Day on BSG campus.
- Support publication of the LS Newsletter.
- Upon request support speech and language students in assessment and/or treatment sessions.
- Maintenance of technology for Team and student use.

The Speech and Language Therapist reports to the Head of Learning Support with responsibilities including:

- Provision of screenings, consultations, and assessments.
- Provide individual and group treatment based on individual needs.
- Manage waitlists and coordinate caseloads.
- Maintain recognised ST registration/licensure from home country.
- Adhere to the ethics and clinical best practise guidelines associated with Speech and Language Therapy.
- Develop and maintain positive collaborative relationships with education teams; including Teachers, TAs, EAL, and EAL.
- Develop and maintain Individual Learning Plans (ILPs).
- Participate in student meetings.
- Follow family centred practise principles of family involvement and engagement.
- Maintain standards of documentation, including ST specific documentation of Language Assessment Parent Information and Language Assessment Request Form.
- Maintain and report workload statistics to the Head of LS.
- Participate in ongoing training and skill development which should include Nord Anglia University as a resource.

### **Learning Support Policy Objectives**

The BSG LS Policy aims to:

- Set out the Values and Standards of the BSG LS Department.
- Outline the LS Waves of Support and LS Pathway.
- Describe the LS relationship with students, families, parents, educators, and community partners.

- Review LS Workload Targets for the Team.
- Highlight important LS documentation.
- Comment on key BSG Relationships/Partnerships.
- Describe the role of LS with 1:1 student Teaching Assistants.
- Describe the ST Services available at BSG.
- Identify the LS Fee Structure for the coming academic year

The BSG LS Policy is guided by the principles and information from the following documents:

- Special Educational Needs and Disability (SEND) Code of Practice (2015). ([www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25))
- Responsive to Intervention (RTI), Ministry of Education, Province of Ontario ([www.ldatschool.ca/tiered-approaches-to-the-education-of-students-with-learning-disabilities](http://www.ldatschool.ca/tiered-approaches-to-the-education-of-students-with-learning-disabilities))
- Speech and Language Pathology Standards of Practise ([www.acslpa.ca/members-applicants/key-college-documents/standards-of-practice/](http://www.acslpa.ca/members-applicants/key-college-documents/standards-of-practice/))

The BSG LS Policy will defer to the EAL policy for points of clarity in service provision with EAL students at BSG. Duplication of service should be avoided in order to maximise service potential to students requiring the specialisation of each Department.

### **Learning Support Values and Standards**

The Learning Support Team will “live and support” the core LS values and standards in daily practise and interactions:

- continuity and equality of services whole campus
- evidence based and best practises
- inclusive education practises
- ensure confidentiality best practises
- family centred practise
- strengths based approach for supporting students
- timely access to requests for support
- enabling differentiated learning across curriculum
- advocacy and education of others for student needs
- recognition of student individuality
- involve students in goal setting and evaluation of progress
- development and maintenance of collaborative relationships
- continuity of care/services
- value of early intervention

### **Learning Support Waves of Support (RTI) and Pathway**

The Waves of Support (see Appendix 2) outlines the collaboration and responsibilities of LS Team Members with the Education Team based on identified student needs. The Waves of Support follow the principles of the Response to Intervention Model (RTI) which is commonly utilised in support students in their academic participation and success. Research indicates that following RTI principles can lead to reliable, timely, and equitable

identification of learning challenges students are experiencing with an evaluative component to ensure learning outcomes are achieved.

“Response to intervention (RTI) is a process used by educators to help students who are struggling with a skill or lesson; every teacher will use interventions (a set of teaching procedures) with any student to help them succeed in the classroom—it’s not just for children with special needs or a learning disability. If a student is struggling, his or her teacher will use test scores and other measures of progress to choose a researched and proven intervention suited to help the child learn. If a child does not respond to the initial interventions, more focused interventions are used to help the child master the skill. RTI strategies address both learning and behavior.” (www.specialeducationguide.com/pre-k-12/response-to-intervention)

Students become involved with Learning Support through the Admissions process as well as through the identification process in the Waves and through Teacher evaluation. The LS Pathway (Appendix 3) outlines the entry and exit from LS Waves 3 and 4 where LS is coordinating services and overall support.

### **Learning Support and Students**

LS will demonstrate respectful and affirming relationships with students. Recognising that some students may view their involvement with LS as “being different”, “not smart enough”, etc.; LS Team members will acknowledge students’ social emotional feelings and beliefs about their learning with a goal to ensure they build the confidence and participation skills necessary to experience success. If social emotional issues present as a barrier to active participation in LS, further support should be considered and the LS Lead should provide choices for the Teacher and Parent to consider to reduce this as a barrier to learning.

Students are eligible for general screenings and targeted programmes provided by LS in Waves 1 and 2. Students receiving Wave 1 and 2 support will have a yellow star on iSAMs. Waves 3 and 4 will involve the student being admitted into LS where assessment, individual support (pull out or push in), and group support (pull out) are provided. Students admitted into LS will receive a blue star on iSAMs and have an ILP developed. The ILP must include at least one goal identified by the student.

Access arrangements are reviewed and supported by LS in collaboration with the student’s education team. This is most common in Secondary for the purposes of student participation in examinations. In Secondary, the Secondary LS Lead will work closely with the Head of Year/member of SSLT and with the school’s Examinations Officer when applying for any external examination consideration applications. Ideally, any student who needs to apply for these considerations and requires an external assessment as part of the process, this should be brought to the attention of the LS at least 6 months in advance from the deadline of having to submit final external application deadlines. This is to ensure there is enough time to liaise with all relevant parties (school team, parents, student, and external agencies) in order to provide all required documentation as needed and also put in place any recommendations as part of the student’s ‘normal way of working’ prior to final examinations.

For any student requiring access arrangements in the form of technology use as part of their learning, this should be recommended and identified in an Educational Psychologist

Report or recognised external specialist assessment. Once reviewed, and if supported by LS, a request for additional resources should be made to the Vice Principal. If approved, parents will be contacted by the LS Lead to discuss the implications.

When a student transfers to or from another institution with an identified LS history, the following procedures will be put in place to assist the student's smooth transition.

- A meeting will be requested to discuss the most effective ways to assist the student, including encouraging parents to share any reports to ensure support is appropriately carried forth. Consent to share with other schools will be required in written form.
- When no such meeting has taken place, the parents will be advised to inform the new institution that if there is a request for LS information, informed consent from the parents is required prior to any information is shared.

## **Learning Support and Families/Caregivers**

LS Support will reflect the cultural diversity of the BSG Learning Community. Families are essential partners in supporting their child's progress, therefore, family goals and hopes for their child will be included in support planning and with specific goals included in the ILP. The ILP must include at least one goal identified by the family.

Service choices are presented to families for informed consent. Consent must be obtained for all services provided as outlined in the Waves of Support. In order to ensure that informed consent is obtained where the parent's first language is not English, translation services must be provided either verbally or in print. Families are invited to participate in sessions provided by LS in person, through video link, or through recorded sessions provided.

In order for a student to be formally admitted into LS (Wave 3 or 4), an assessment is required in order to ensure best practises are provided, goals identified, and progress documented. Wave 3 assessments can be provided by BSG using standardised tools followed by a written assessment report. Where more specialised assessment is required for Wave 4 concerns, the family should be provided with a minimum of two agency contacts for the family to select for the assessment. This includes Speech and Language services. Examples of specialised assessment include, but are not limited to Psychology, Occupational Therapy, Developmental Paediatrician, and Physiotherapy.

Families receiving ongoing services will receive regular written feedback about goals being addressed, participation skills of the student in the LS support activity, and progress. Wave 3 and 4 students will have an ILP to document progress through the year. Year-end LS PTCs will be held with families of students in LS to review progress, discuss summer support activities, and ensure continuity with the next academic year. Students returning the next academic year can resume LS services after 2 weeks of school beginning.

Parent involvement in their child's LS support should be encouraged and expected. Sessions can be attended by parents and video clips and photos can be provided to families in conjunction with documentation. Family expectations include:

- Sharing of the results of external assessments, both medical and specialised assessments.
- Regular, ongoing communication with the LS Lead and LS Team member providing services to their child.

- Attendance at LS PTC meetings, one mid-year (December) and one end-year (June).
- Participation in home support goals and monitoring progress.

## **Learning Support and Educators**

The regular assessment cycle within each phase enables identification of students making less than expected progress for all students and should seek to identify students making less than expected progress given their age and individual circumstances to better inform next steps in terms of support. Less than expected progress can be characterised by progress which:

- is significantly lower than that of their peers starting from the same baseline.
- fails to match or better the student's previous rate of progress.
- fails to close the attainment gap between the student and their peers.
- widens the attainment gap.
- is impacted by the student's ability to participate in their learning activities.

It is particularly important in the early years that there is no delay in making any necessary learning support provision. LS follows an early intervention approach for student identification and intervention as necessary, recognising these are the "sensitive periods" in brain development. (Appendix 5) Early action to address identified needs is critical to the future of progress and improved outcomes. If a child has been identified as having learning support needs, parents must be in partnership with school to support their child's needs.

Learning support should endeavour to support differentiated teaching within the classroom. As is the student the "client" of LS, so is the Teacher a "client" who provides LS direction for the manner and type of support needed to enable student success. The Teacher will be supported through classroom observation; support in identifying the questions around student participation and progress; participating with the Teacher in family meetings; providing push in support as needed; providing pull out support as needed; including a minimum of 2 Teacher goals in the ILP; and ongoing communication with email summaries of conversations, strategies to support teaching methods, session summaries, student meetings such as PPM, and interviewing for the Request for Service form to admit a student into LS for Wave 3 or 4. Correspondence with families will routinely include the Teacher to ensure consistency for the student across environments. Teachers and Teaching Assistants may be invited to attend LS and ST sessions to support their differentiated teaching strategies in class as well as increase understanding for the student's needs and strengths.

Teachers have responsibility to ensure that the LS Team has access for scheduling sessions with a student where parent consent has been obtained. While there are several demands on student time in the course of the daily programme, LS services should be viewed as an essential aspect of the student's education at BSG.

## **Learning Support and Community Partners**

LS will coordinate with external service providers on behalf of families with informed consent. External service providers support student learning through assessment and intervention. External service providers may provide services on campus provided that there is a written agreement in place with their agency; the professional coming on campus



has had a criminal record check and completed the BSG safeguarding course; and any health requirements for school entry are met. BSG will not share any reports released to the LS with any other school or agency. It will be the responsibility of the parents to directly request that the report be sent from the agency to the school. Reports received from community agencies will be stored in the student's LS file and only shared with key persons involved with the student's academic support and success.

### **Learning Support Workload Targets**

LS offers 1:1 Learning Support and 1:1 Speech and Language Therapy sessions for students who would benefit from such services on a regular basis. The level of service for students must be reviewed each Term. The maximum number of speech therapy sessions for one student is limited to 2 sessions per week. The maximum number of 1:1 Learning Support sessions is limited to 2 sessions per week.

LS Team members have direct and indirect workload activities. Generally, it is expected that 60 to 70% of workload time should be direct, individual or group work with students through any activity in any Wave. Direct time also includes documentation regarding sessions, meetings on behalf of students (including translation of a meeting), classroom observation, push-in supports, and parent calls. The caseload maximum for TAs is 15 students. Indirect workload includes LS meetings, training, preparation for individual and group sessions, lesson planning time, and activities related to Success Factors goals.

### **Learning Support Documentation**

LS Leads and the ST encourage informal conversations and ongoing connections with Educators to offer suggestions, clarify questions, propose options for consideration, and outline possible next steps. It is the responsibility of the LS Leads and the ST to send a brief email to the Teacher following the conversation with a brief summary and any proposed next steps. This email should be placed in the student's file on the LS server.

Should a student be considered for Wave 3 or higher support, the Request for Service (ROS) should be completed (Appendix 5). This form is completed in an interview format with the primary Teacher and/or Head of Years. The LS Lead will accept or decline the request. Any request declined must be well documented with a clear explanation and recommendations provided. Following acceptance of the ROS parent consent must be obtained. If parents refuse services, then this is documented in the LS Student File and communicated with the Teacher.

Students in Waves 1 and 2 will have a yellow star placed in their iSAMs chart. This will highlight to the Education Team that there has been an informal link for this student with LS. The yellow star should be reviewed at the end of every academic year and removed if no subsequent LS is expected. Students admitted for formal LS services will have a blue star in their iSAMs chart. This is to be reviewed annually. If no formal services are required following the academic year of service, the LS Lead can choose to change the blue star to a yellow star for monitoring purposes.

Individual Learning Plans (Appendix 6) will be completed for all students formally admitted into LS. Student goals, family goals, and Teacher goals must be included in the ILP. The ILP will be reviewed with students, family, and teachers at the end of every term. A formal

meeting is not required, although this is at the discretion of the LS Lead with consideration to rate or progress, ongoing learning challenges, participation needs, etc. Session summaries and reports of progress of students attending LS sessions and ST sessions will be provided to families and teachers. ST and LS session summaries will be provided weekly. Session summaries will identify goals, participation of the student, progress, and home/classroom suggestions.

All members of the LS Team will report workload for the week preceding on the Monday of each week. Data will be entered on the Team spreadsheet located in the server.

The LS Newsletter will be circulated quarterly with a goal to provide information to the BSG Community around differentiated teaching strategies, identification of students requiring additional support, develop skill set of educators in the area of LS, and maintain a connection with the BSG community for increased LS awareness.

The Head of LS will prepare an end of year report for the VP with a summary of revenue, initiatives, feedback, and plans for the upcoming year. This will be reviewed with the Team at the year-end planning meeting.

In the future, as the LS programme matures, LS Practise Procedures will be developed to guide consistency in services provided for dyslexia, dyscalculia, and other areas of academic support.

### **Learning Support Key BSG Relationships**

LS will support positive and collaborative relationship across the BSG community. The primary point of discussion where there may need for policy review, establishing new protocols, and/or review of service delivery will be with the Head of LS.

English as an Additional Language (EAL) will be an important partner in identification of students where the most relevant programme will be the primary provider of service. It is suggested that cooperation in education and awareness of all educators be coordinated with EAL to ensure that students with LS needs are identified in a timely manner to support earlier intervention.

Admissions will be supported when there are questions about a potential student's learning needs with respect to LS services. LS also can support the admission process through observation, assessment, review of previous reports, and direct consultation with the family. Conditions to enrollment may be suggested in order to plan and prepare the family for fees associated with LS and the type of services deemed most appropriate for the student. This may also include the suggestion for external assessment and/or interventions. While LS consults with Admissions, the final decision for admitting a student with or without conditions is the responsibility of Admissions through their identified processes.

LS will continue to raise the awareness of LS as a key marketing tool for BSG with the Marketing Department. Ongoing sharing with Marketing will focus on success stories and the range of services offered.

Finance supports the revenue generating function of LS through invoicing and tracking payment for LS services. Ongoing sharing with Finance is necessary to ensure invoicing is

up to date. Process for efficient cooperation should be reviewed annually. Finance also supports LS through budget allocation and purchasing. The Head of LS will submit purchase requests for approval by the VP.

### **Learning Support Role and Responsibilities with 1:1 Student TAs**

BSG is establishing a whole campus policy and process for students requiring 1:1 TA support in the classroom. (Appendix 7) The role of LS is to provide evidence for further consideration in determining the need and appropriateness of a 1:1 TA. Currently, LS has been included in the process in the following capacities:

- assessment to determine the need for a 1:1 (Head of LS);
- provide recommendations around 1:1 for an identified student (Head of LS);
- support interview process (Head of LS);
- support parent discussion process (Head of LS);
- establish line management (LS Secondary only);
- provide induction to LS (Head of LS); and
- participate in end of term review with possible recommendations to retain, reduce, or remove current levels of TA support (Head of LS).

### **Learning Support Speech and Language Services (ST)**

Speech and Language Therapy services are offered whole campus. Services offered include consultation, assessment, and intervention. These services are at a fee to families.

Areas of clinical practise include:

- articulation/phonology
- language delays and disorders
- fluency/stuttering
- voice
- pragmatic language
- feeding/swallowing
- augmentative and alternate communication
- specialised populations such as ASD, genetic disorders, and global delays

Interventions are provided on a block basis aligned with the school Terms and at the completion of a block of intervention a recommendation is made with respect to continuation of services, discharge from services, or monitoring.

The Speech and Language Therapist is expected to provide professional development to Educators and BSG families upon request.

### **Learning Support and Technology**

LS TAs will lead on supporting technology maintenance and ensuring that the most relevant programmes and APPs are available on iPads and desktop computers for student use. LS TAs will cooperate with IT as needed to ensure technology is up to date and functional.

Personal technology is to be used only during breaks and lunch. LS Team members need to be cognizant that we are role models to students around technology use, both during sessions and when used during the BSG workday.

## LS Fee Structure

LS fees will be reviewed annually as services evolve in consultation with the VP and SLT. LS services provided in Wave 1 and Wave 2 are not charged as these are open to all BSG students upon recommendation from the classroom Teacher. Any request for waiving fees based on individual or unusual circumstance must be approved by the Head of LS.

LS fees for the 2021-2022 academic year will be as follows:

- LS Assessment completed by an LS Lead with report - 1,500 RMB
- LS TA led sessions (Wave 3 or higher) - 250 RMB/Hour
- LS Lead led sessions (Wave 3 or higher) - 500 RMB/Hour
- LS Group (Wave 3 or higher) - 125 RMB/hour

ST fees for the 2021-2022 academic year will be as follows:

- ST Consultation - 1,500 RMB
- ST Assessment - 3,250 RMB
- ST 50 Minute Session - 900 RMB
- ST Once a Week 25 Minute Session - 500 RMB
- ST Twice a Week 25 Minute Sessions – 900 RMB

## Appendix 1: Push-In and Pull-Out Services

	<b>Push-In</b>	<b>Pull-Out</b>
<b>What is it?</b>	Specialists work closely with students in the general education classroom. Instructional support, differentiated instruction, or related services are provided in the classroom.	Specialists work closely with students outside of the general education classroom. Instructional support or related services are provided in small groups or one-on-one in a separate setting.
<b>How it works?</b>	Push-in services happen in the general education classroom. The general education teacher, special education teacher, and others (like speech therapists or occupational therapists) work collaboratively. This is called inclusive education. The push-in provider brings the instruction and any necessary materials to the student. A reading specialist, for example, may come into the class to work with a student during language arts.	Pull-out services typically happen in a setting outside the general education classroom. While the general education teacher is an important resource, she's rarely involved in pull-out services. Instead, the specialist provides the instruction, and it doesn't have to be integrated with the general education curriculum. It really depends on a student's needs. The student goes to the pull-out provider's classroom to work one-on-one or in a small group setting.
<b>How do students receive these services?</b>	Services can be provided through IEPs, response to intervention (RTI), informal supports, and other instructional interventions	Services can be provided through IEPs, RTI, informal supports, and other instructional interventions.
<b>Pros and Cons</b>	<p><b>Pros:</b></p> <ol style="list-style-type: none"> <li>1) Students miss less instructional time because they're not spending as much time moving between classrooms.</li> <li>2) There's less disruption to a student's daily schedule.</li> <li>3) There's more direct interaction between all of a student's providers.</li> <li>4) Students get to learn and practice skills in the general education classroom, which keeps them in the least restrictive environment.</li> </ol> <p><b>Cons:</b></p> <ol style="list-style-type: none"> <li>1) There are fewer opportunities for students to receive tailored and explicit instruction to help them gain skills they need to keep up</li> </ol>	<p><b>Pros:</b></p> <ol style="list-style-type: none"> <li>1) Students get more direct instruction that's tailored to their unique needs.</li> <li>2) There are typically fewer distractions for students outside the general education classroom.</li> <li>3) Students have more personalised interaction with providers, which helps students build trust and gives them extra emotional support.</li> <li>4) Teachers and specialists don't have to spend as much time grounding a lesson for the entire classroom.</li> </ol> <p><b>Cons:</b></p> <ol style="list-style-type: none"> <li>1) There's less opportunity for specialists and teachers to collaborate and to determine whether pull-out instruction is helping students access the general education curriculum.</li> <li>2) Students may feel "different" or uncomfortable because they have to leave the general classroom for services.</li> <li>3) There can be more scheduling difficulties, so a student may miss other subjects or specials like art, music, or PE.</li> </ol>

Reference: [www.understood.org/en/school-learning/special-services/special-education-basics/the-difference-between-push-in-and-pull-out-services](http://www.understood.org/en/school-learning/special-services/special-education-basics/the-difference-between-push-in-and-pull-out-services)

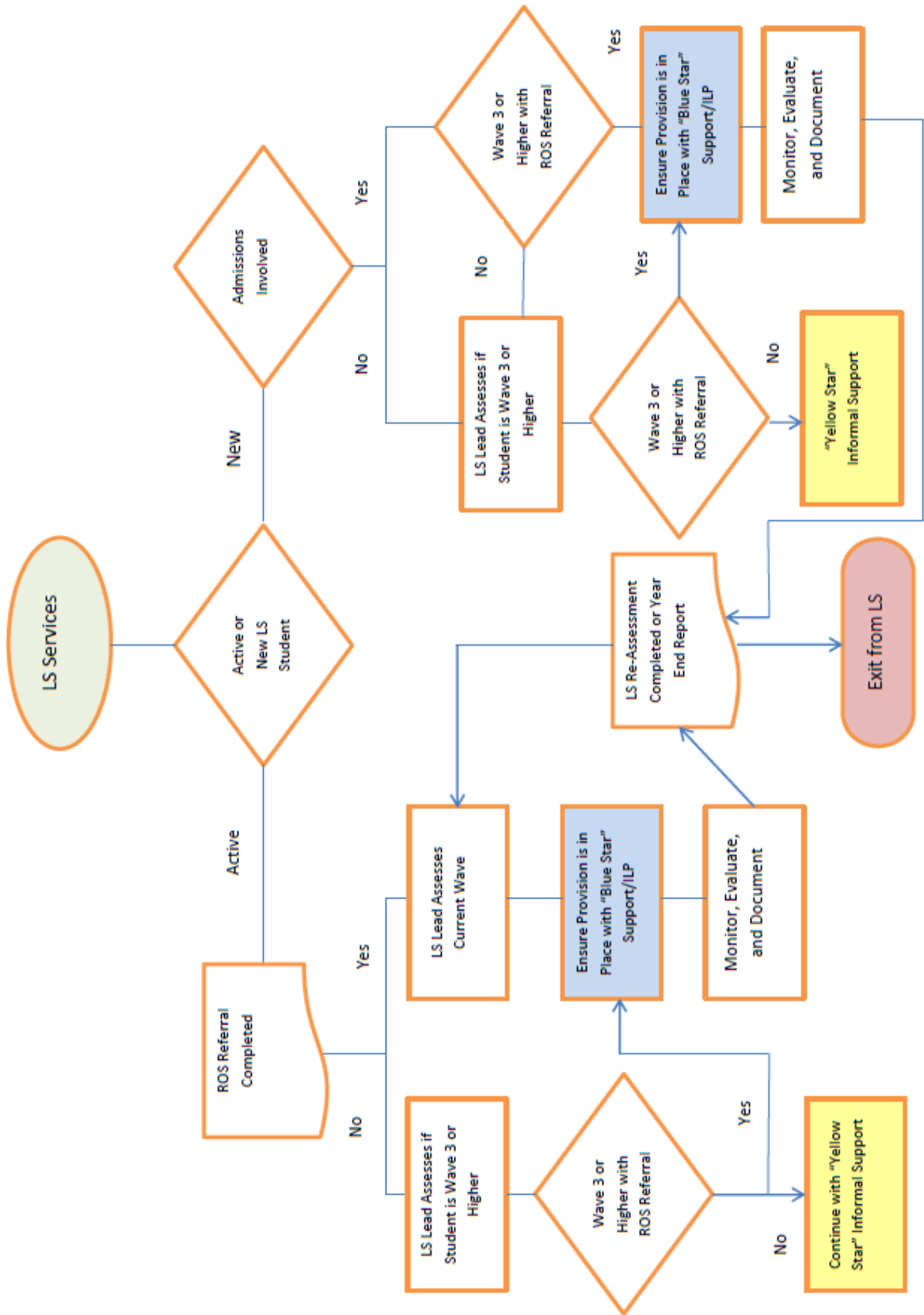
## Learning Support/SEN Services

December 2020

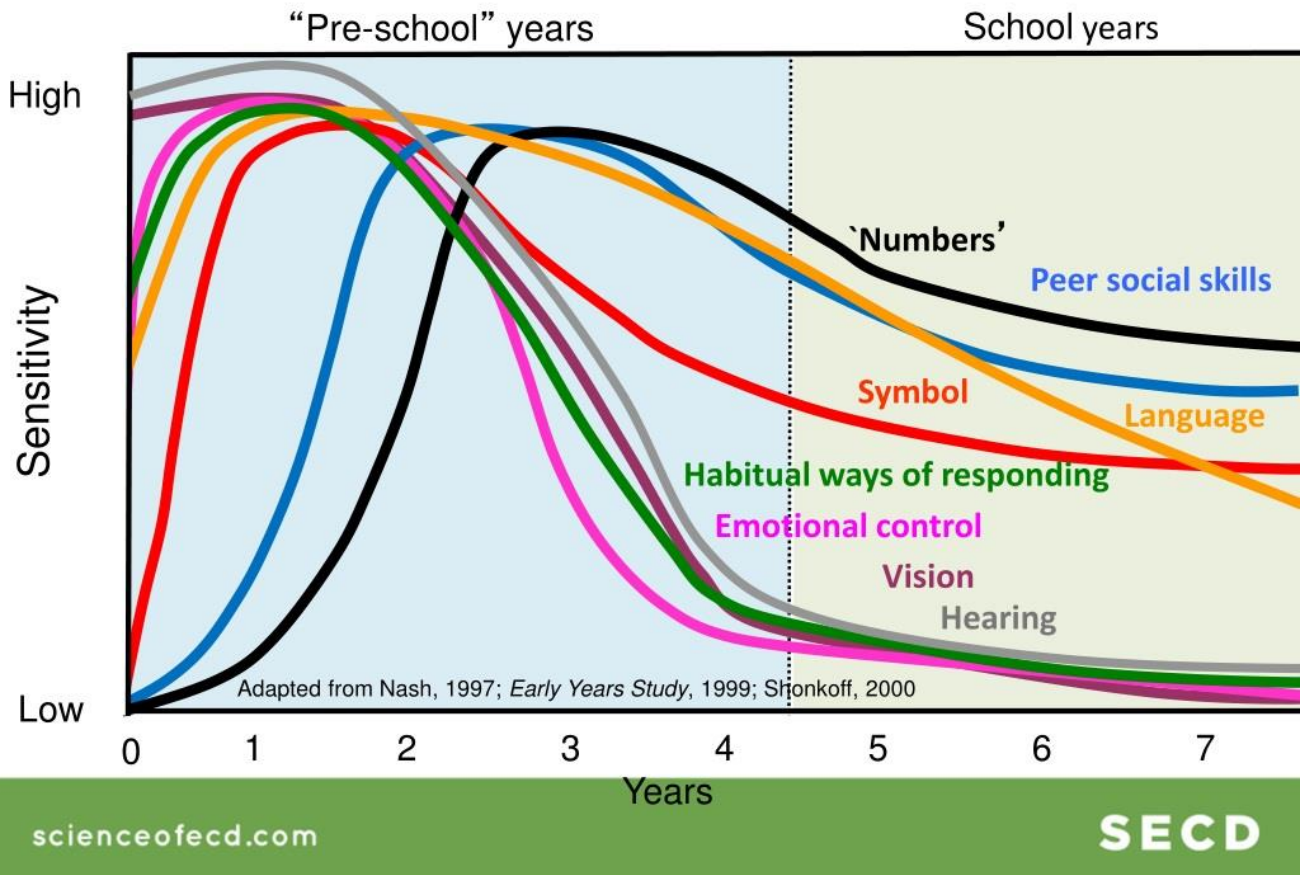
<p>ROS Referral Form Received and Accepted by LS</p> <p>Welcome to LS Consent Signed by Family and Filed</p>	
Teaching Team Case Management for Student Success	LS/SEN Case Management for Increasing Student Achievement
<p><b>Wave 1 Yellow Star</b> LS Coordinator Roles</p> <p><u>LS Goal:</u> Support the initial questions, concerns, requests for resources, and conversations about red flags.</p> <ul style="list-style-type: none"> <li>• Informal conversations with Teachers</li> <li>• Support is "Teacher focused" rather than student "focused"</li> <li>• In-class is the context</li> <li>• Support processes such as PPM/Round Robin/HOY meetings to raise initial questions</li> <li>• LS Lead records conversations in LS Student File and on ISams</li> </ul>	<p><b>Wave 2 Yellow Star</b> LS Coordinator Roles</p> <p><u>LS Goal:</u> Support monitoring of progress, provide general development groups</p> <ul style="list-style-type: none"> <li>• Follow-up conversations with Teachers</li> <li>• Support processes such as PPM/Round Robin/HOY to review progress and ongoing questions</li> <li>• Teacher checklists</li> <li>• Informal Classroom Observations</li> <li>• General intervention groups targeting areas of development (ex. hand writing, social skills, etc.)</li> <li>• Ruling out EAL component</li> <li>• Support from LS is becoming more student focused</li> <li>• Participation in Teacher initiated and led family meetings</li> <li>• LS Lead records conversations in LS Student File and on ISams</li> </ul>
	<p><b>Wave 3 Blue Star</b> LS Coordinator Responsibilities</p> <p><u>LS Goal:</u> LS screening/assessment with planning for modifications, direct support, and/or supporting student participation in class.</p> <ul style="list-style-type: none"> <li>• Formal Classroom Observations</li> <li>• LS Educational Screening/Assessment with report</li> <li>• Specialised group intervention provided based on assessment results (dyslexia, fine motor, phonological awareness, etc.)</li> <li>• One to one support based on assessment results</li> <li>• LS led case conferences completed</li> <li>• LS Lead records conversations in LS Student File and on ISams</li> <li>• ROS Referral and Consent filed on ISams</li> </ul>
	<p><b>Wave 4 Blue Star</b> LS Coordinator Responsibilities</p> <p><u>LS Goal:</u> Standardised assessment required (internal or external), level of academic achievement and progress closely monitored.</p> <ul style="list-style-type: none"> <li>• Specialised assessment with Psychology, ST, OT, PT, or Medical</li> <li>• Coordination of external service providers for students</li> <li>• Specialised group intervention provided based on assessment results (dyslexia, fine motor, phonological awareness, etc.) and/or specialised assessment recommendations</li> <li>• One to one support based on specialised assessment recommendations</li> <li>• LS led case conferences, possibly with external agencies</li> <li>• Application for Exam Access Arrangements</li> <li>• Individualised Learning Plan completed</li> </ul>

Continuum of complex needs/reduced rate of progress/not attaining academic markers of achievement

# Appendix 3: LS Pathway



## 'Sensitive periods' in early brain development





## Appendix 5: Request for Support



THE BRITISH SCHOOL  
OF GUANGZHOU  
A NORD ANGLIA EDUCATION SCHOOL

### Request for Support – ROS Referral

The ROS Referral reflects the need of the student for more individualised support. This indicates the student being identified as Wave 3 on the continuum and official placement on the LS/SEN Registry.

The ROS Referral will be completed in an interview format with the Learning Support Lead. Following the interview the LS Lead will send to the Referring Teacher and/or HOY for final review. Once the signed ROS Referral is received, the LS Lead will place the student on the SEN Register and place a note in ISAMS.

Student Name:

Tutor Group:

Referring Teacher and/or HOY:

Referral Date:

1. Please tick  **areas of concern** (add any areas of concern not listed):

BEHAVIOUR	INTELLECTUAL	SOCIAL/EMOTIONAL	PHYSICAL
Concentration	Processing	Peer Relationships	Fine Motor
Impulsivity	Sequencing	Anger/Conflict	Gross Motor
Activity Level	Language	Co-operation	Speech Sounds
Noise Level	Memory	Sensitivity	Agility
Work Completion	Comprehension	Engagement	Co-ordination
Following Directions	Learning Retention	Self Esteem	Motor Planning
Distractibility	Rate of Progress	Anxiety	
Sensory			
Comment:			

2. Please tick  **academic concerns** (add any areas of concern not listed):

MATHS	READING	WRITING	SPEAKING / LISTENING
Basic Facts	Decoding	Grammar	Difficulty Communicating Ideas
Calculation	Comprehension	Spelling	Listening Skills for Learning
Problem Solving	Fluency	Construction	Expressive language
Word Problems	Phonological Awareness	Handwriting	Receptive language
Comment:			

3. Please tick  **self-management concerns** (add any concerns not listed):

Losing Items	Getting Materials Ready	Starting Work
Forgetting Items	Putting Materials Away	Completing Work
Untidy work	Keeping Track of Belongings	Handing in Work
Comment:		



4. Please tick ✓ the level of independence:

Not Evident	Students demonstrate no evidence of performance towards the skills and concepts being assessed.
Emergent level of independence	Students are just beginning to show understanding and/or use of skills and application of concepts, however, they are unable to perform these skills accurately without continuous support and assistance.
Supported Independence	Students are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply skills and concepts and require frequent prompting or support. They make errors but occasionally perform these skills accurately.
Functional Independence	Students frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply skills and concepts but may require occasional prompting or support. They perform these skills accurately in most instances but make occasional errors.
Independent	Students demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply skills and concepts and can generalise learned skills to solve new challenges.

5. What interventions, including differentiation and/or learning accommodations, have been implemented that are additional to, or different from, your usual curriculum. Please give details and the impact of the interventions on the areas of concern.
6. What participation abilities in their learning activities does the student demonstrate strengths and challenges?
7. Please give any additional relevant information about this student (e.g. recent assessment results, outcome of discussion with parents) that you may have.
8. What is the student's opinion/view on any difficulties that s/he may have?
9. What are the student's overall strengths and motivators?

Signature of referring teacher:

Date:

## 6: Individual Learning Plan (ILP)

 <p>THE BRITISH SCHOOL OF GUANGZHOU A HONG KONG EDUCATION SCHOOL</p>	<b>ILP    INDIVIDUAL LEARNING PLAN    PLP</b>	<b>2020-2021</b>
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### **NAME**

*Date of Birth: 23.05.2008*

*Year/ Tutor Group:*

*Parents:*

*Teacher:*

**Compiled by:**

**Data Protection**

The contents of this plan are strictly confidential and will be stored securely.

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Child's name:	D.O.B:	Date created:
Key staff:	Year/Class:	Date Reviewed:

<p><b>Background information:</b></p> <p>-</p> <p><b>Development/Health History:</b></p> <p><b>Diagnosis/Recent Assessments:</b></p> <p><b>Previous and Current providers:</b></p>
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<p><b>Things you need to know about STUDENT</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Things that STUDENT finds challenging:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Overall strategies that help STUDENT:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

Additional Support(s)	School Based	Outside School/Contact Name
Speech and Language		
Occupational Therapy		
Counselling		
LS specialised services		
Other		

### Individual Learning Plan

Area/Subjects	Learning Goals	Strategies	Review Performance	
			Developing	Achieved
Student Goal:			<input type="checkbox"/>	<input type="checkbox"/>
Parent Goal:			<input type="checkbox"/>	<input type="checkbox"/>
Teacher Goal:			<input type="checkbox"/>	<input type="checkbox"/>

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Teacher Goal:			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>

### Comments and Feedback

Goal 1	
Goal 2	
Goal 3	
Students	
Parents	

### Transition Plan

Academic Year (20__)	Year to Year Continuity Planning
Recommendation(s)	
Parent Feedback and/or Consent	
Summer Programme and/or Suggestions	

Primary US Student Coordinator 20__	
Target Service Resumption Date in August 20__	

Contact Information		
Key Staff	Subject	Email
	Learning Support Coordinator	
	Learning Support Assistant	
	Speech and Language Therapist	

## Appendix 7: BSG 1:1 Teaching Assistant Process Map

