

## **ISO STUDENT SUPPORT SERVICES POLICY**

### **Governing Body Policies regarding the school's position on the admission and education of special needs students.**

- Either at the time of the application process or after successful registration, students with academic and/or behavioral needs may be required by admission to have further cognitive, achievement, and/or developmental evaluations to support the student's educational program.
- Assessments may be administered by the Student Support Department or by an independent, qualified Educational Psychologist as approved by the school. The cost of testing, reporting, and translating, where appropriate, is the responsibility of the family.
- The student must be able to be in the mainstream class and learn inclusively with his/her peers for most of the day. At the moment the school may admit children who are classified in Stage 1 & 2 but not children who are classified in Stage 3. (See the Student Support descriptors for Special needs)
- Any educational, social-emotional, physical, sensory, or medical needs must be fully disclosed in detail during the admission application process. All academic or psychological reports and/or any additional academic support the applicant is receiving or has received in the past must be disclosed at the time of application for admission. Failure to do so will delay the admission process, and may result in a revocation of an offer of admission, or the withdrawal of the student from ISO.  
The students in Stage 1 & 2 could spend some lessons in Student Support Groups/or Individual Student Support sessions with the specially assigned Student Support Teacher.

Physical disabilities that need special facilities such as wheelchair access are not yet accepted, but will be in the future when there is a lift in place.

### **Philosophy and Objectives of the Student Support Department**

ISO's objective is...to raise attainment; maximize achievement in its broadest sense (including personal and social achievement) and promote inclusion.

#### **Targets:**

- To identify, at an early age, individuals who need extra help and attention.
- To enable each pupil to reach his or her full potential, both curricular and co-curricular
- developing a feeling of self-esteem within the individual
- To foster an atmosphere in our school which will promote a happy, sensitive and secure environment that ensures the most effective learning for all children.

- To provide for children's individual needs by supporting them in various ways: whole class, small groups and individual
- To monitor closely those children who are in the Student Support Department by review and assessment, to enable us to recognise, celebrate and record achievements
- To provide access to and progression within the curriculum
- To work with parents and other agencies to provide support and opportunities for those children who are in Stage 2 & 3
- To use a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children.

### **Referral Procedures and assessment criteria**

- In the beginning of the academic year the Student Support Coordinator should provide a list of students who have been in student support evidence for educational or behavioural concerns.
- This list should have bullet points detailing the specific concerns for the student and information on the action teachers could consider taking to promote learning.
- Throughout the academic year where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to address a referral form to Student Support Department. The student support descriptors are used for classifying various needs and the level of support they need.

### **Student Support descriptors for Special needs:**

#### Stage 1:

Students without an Individualized Education Plan (IEP) who receive differentiated instruction within the regular education classroom in consultation with the Student Support Coordinator. Stage 1 students require intervention programmes; they can be expected to 'catch up' with their peers as a result of the intervention. This may be led by a TA or SS Teacher. A pupil receiving support within their classroom would be considered to be at stage 1.

#### Stage 2:

Students have an IEP and are actively monitored and accommodated for within the classroom. Additionally, they receive scheduled inclusion support from the Student Support Teacher. The class teacher needs to involve the Student Support Teachers in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan or an Individual Educational Planning. A pupil receiving mostly group support or occasional individual support in addition to classroom support would be considered to be at stage 2.

### Stage 3:

Students who require services beyond reasonable accommodation, including significant classroom monitoring, modification of general curriculum, intensive one-to-one support within the regular classroom, and/or frequent, ongoing withdrawal from the mainstream classroom for one to one assistance from Student Support Teachers.

In these cases the school recommends that the student to be accompanied by a shadow or professional employed by the school or employed by the parents but submitting to the school practices.

The Student Support Department will involve the parents and specialists from outside agencies in the providing the assessment and interventions to ensure the best outcomes for all the children. However, the information from classroom teacher and Student Support Department will provide the starting point for any actions at this level. Classroom support and Student Support Department will continue to be an important element of his/her individual education plan.

A pupil receiving more intensive teaching support including more focused small group work or individual teaching is considered to be at stage 3.

### **Types of support available to students in each division of the school.**

- Early Intervention: nurture groups and group work to develop the social, emotional and behavioural competencies of young children showing early signs of difficulties, particularly where this can be combined with group parenting support.
- English Support Groups
- Maths Support Groups
- Nurture Groups for KS2
- Counseling services.
- Social Skills group work, such as anger management.
- Workshops for Parents.
- Peer tutoring
- General in-class support with Differentiated Learning

### **Special Needs class or Group sizes**

The student support department offers one-to-one lessons as well as lessons in a group where vary up to maximum 7 students per group.

### **The nature of the reporting system to parents of special needs students.**

As soon as a learning difficulty is noticed and confirmed by the teacher as a learning barrier or learning gap and the student is on the teacher's watch-out list in class, the parent is involved, and communicated to by the teacher.

Should any learning barriers re-occur (despite the differentiated learning in the classroom), like emotional, behaviour, able, gifted etc. and teachers decide to take further actions in individualizing the indicated students learning to some extent. Parents are asked permission for proper assessments to be completed in school by the SS Department or by external agencies if it is deemed the student needs a more complex assessment.

When all assessments are completed reports will be shared with all teachers responsible. The Student Support Department and parents will be involved in setting up and implementing an Individual Education Plan for the student.

Regular follow up meetings, and IEP adjustment sessions are scheduled, with all parties involved.

### **Criteria for determining student placement**

- ...to increase the percentage of children who, having started their Key Stage with below average attainment, have by the end of that key stage made progress at above the average national rate.
- ...to increase the social integration of pupils with severe or complex SEN, as measured by the amount of time they spend interacting with others in the playground.
- ...to provide a stimulating, challenging, inclusive program for over achievers.

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