



## THE BRITISH INTERNATIONAL SCHOOL OF JEDDAH

### Whole School Student Support Policy

#### **Rationale**

Our whole school student support policy has been developed to provide clear guidance and direction across the school in this area. It will form the basis for the development of policy and procedures at Primary and Secondary Section level that will be consistent with and developed from this policy.

#### **Definition**

The British International School of Jeddah believes it is the responsibility of all teachers to see that every child has access to the curriculum by:

- Differentiating for pupils' diverse needs
- Helping students overcome potential barriers to learning
- Setting suitable learning challenges
- Building on individual's strengths

We recognise that at any stage of development an individual student may have additional educational needs arising from communication and interaction, including English as an additional language needs (ESL); cognition and learning; behaviour, emotional and social development; and/or sensory and physical needs; in which case additional support may be available from Student Support Services, depending upon the extent of the need and the availability of resources. If the schools' resources cannot provide for the additional needs of an individual student, parents will be guided to seek external provision (e.g. speech and language therapy, occupational therapy). If the school is unable to support a student's needs parents will be advised.

This policy outlines the support response for students with additional educational needs.

#### **Purpose**

- To ensure early identification of students experiencing challenges in any area of need
- To ensure that staff are aware of the systems and procedures for supporting students' access to the curriculum, according to their individual needs.
- To ensure effective use of school staff, teaching and non-teaching, and resources, in supporting students with additional educational needs
- To support students in reaching their potential and improve outcomes for their individual needs

#### **Objectives**

We seek

- To provide a broad range of services to support individual student needs inclusive of learning intervention and support, ESL and counselling services
- To work in collaboration and partnership with all stakeholders (student, parent, teachers) to support individual student progress

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- To raise awareness in the community of BISJ of the range of support needs and services available
- To ensure staff are kept abreast with current trends and research in special educational needs and learning differences

### Screening and Referral Systems

Given that each individual case is unique, referrals will depend upon the circumstances. Referrals may arise from student data, or come from teachers, parents or students themselves.

The overall responsibility for admission of new students lies with Pastoral Deputy Head Teachers in Primary and Secondary Sections.

If a student is accepted into the school with a perceived support need, the student may be referred to the support team. It is recognised that students may have support needs in more than one area, in which case the ESL specialists, learning support specialists, the pastoral team and counsellors coordinate with each other as required. If there are limitations in provision that can be offered this will be explained to families.

In the Primary Section student progress in key areas of development (literacy and numeracy) is monitored through annual standardised assessments from the end of Year 1, and through Development Matters prior to this. From Year 1 onwards, students flagged through assessment data are subsequently screened by a member of the support team for possible inclusion in learning intervention programmes.

Primary Section class teachers hold responsibility for monitoring the additional needs of students, inclusive of social, emotional and behavioural needs, and for opening a referral should the student not have been flagged through assessment data. Referrals may also come directly from parents, in which case class teachers will be asked to complete a referral form as part of the process. Specialist teachers may also be invited to contribute to a student's referral process, if needed. Details of the referral process for Primary is found on the k drive.

In the Secondary Section formal assessment data (MIDYIS, PASS, YELLIS) is used to inform further investigations for learning support and/or intervention. Students with learning support needs are referred to the Learning Support Coordinator, whilst students with social and emotional needs are referred to the pastoral support team (Deputy Head Teacher/pastoral, Heads of Year and Counsellor). The Secondary Section Counsellor has an open door policy and all members of the Secondary Section community (students, parents, staff) are welcome to seek support. Details of referral processes are in the Learning Support Student Department Handbook (Secondary) on the K:Drive.

### Support Response

In each Section the Head Teacher has the responsibility for managing the additional support offered. Support varies in the context of the Sections of the school, and is graduated depending upon the resources available and as progress is made.

#### **Tier/Range 1 Provision:**

Class or Subject Teacher has responsibility for differentiating for student learning, in accordance with Teaching and Learning policies.

#### **Tier/Range 2 Provision:**

Students continue to be supported within the classroom through differentiated learning by Class or Subject Teachers. Students may have learner passports or individual support plans outlining accommodations for Class and Subject Teachers to

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implement when planning and teaching. In addition, support may be delivered outside or within whole class lessons as part of guided work, and aims to secure learning for students and bridge gaps. Additional support may be offered to students with emotional, social and behavioural needs from the pastoral team.

There may be need for external agency support and parents will be guided to the appropriate service by the support team.

### **Tier/Range 3 Provision:**

Students continue to be supported through differentiated learning within the classroom by Class or Subject Teachers, and in addition may receive 1:1 or small group learning intervention/support to accelerate progress and help close performance gaps. The level of support and intervention programmes available varies across the school according to the students' age and stage of development (please see Section policies). Students may have learner passports or individual support plans outlining accommodations for Class and Subject Teachers to implement when planning and teaching.

There may be need for external agency support and parents will be guided to the appropriate service by the support team. If a student requires a level of support beyond what is offered by the school they may not be allowed to continue with their enrolment. Each case is considered on an individual basis.

### **Roles and Responsibilities**

The Head Teachers in the Primary and Secondary Sections have overall responsibility for student support services in each Section.

Class and Subject Teachers are responsible for differentiating for student needs and following any additional guidelines provided by student support services.

The Student Support Team liaise with the Leadership Teams of Primary and Secondary, in accordance with each student's individual needs (academic / pastoral).

### **Student Support Team:**

1. The Primary Section Special Educational Needs Coordinator (SENCo) manages access to learning intervention programmes for ESL, literacy and numeracy. Qualified Learning Support Teachers/Instructors and trained Learning Support Teaching Assistants deliver the learning intervention programmes, and may also provide in-class support at Tier 2 or 3, if time permits.
2. The Secondary Section Learning Support Coordinator (LSCo) manages the individual support provision for students. Learning Support Teachers and Learning Support Teaching Assistants provide in-class support in the Secondary School and there may be opportunities to work 1:1 with students, and this is agreed in collaboration with students, teachers and parents.
3. Counsellors provide individual and group support for students with social, emotional and behavioural needs. Counsellors may also be involved in the induction process of new students to support their transition to the school, on a needs basis. The pastoral support team support students' needs on a day-to-day basis.

### **Partnership with Parents**

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The school sees it as essential that there is partnership with parents in supporting their child's progress and this is fostered through regular communication and meetings.

In addition to regular parent-student-teacher conferences (PSTC), parents may be invited to meet with support staff to review their child's support needs, to assist in the development and review of support and intervention plans, which may include access arrangements for examinations in the Secondary Section (See Learning Support Student Department Handbook (Secondary) ).

With the ongoing monitoring of students, the school may request that parents seek external assessments and/or assistance for their child. This may include, though is not limited to, consultation with an Occupational Therapist, Speech and Language Therapist, Educational Psychologist or other specialist.

Parents will need to inform the school if their child has been diagnosed with a specific learning difficulty or medical condition, for which their child may benefit from accommodations.

On the rare occasion the school is not able to support a student's needs, parents will be advised.

### **Record Keeping**

Internal and external assessments are retained in the student's file for reference. Content of assessment reports that is useful to the educational provision of the individual is included in support plans and/or learner passports. Support plans and/or learner passports are updated in light of assessment data and feedback, either school assessment data or external assessment data. Student data is held in Learning Support for a period of four years after student departure.

A record of meetings with parents is maintained in the student's central file. However, the Secondary Section Counsellor maintains confidential records of meetings with students and parents, and this information is destroyed when the child leaves the school.

Records of meetings and assessment reports are transferred from the Primary to Secondary Section in the transition process (see transition policy document) from Year 6 to Year 7.

### **Links with the Community**

Local support services include, though are not limited to, Jeddah Institute of Speech and Hearing (JISH), Adolescent and Child Therapy Centre (ACT) and private individuals who offer specific services (e.g. Occupational Therapists, Speech and Language Therapists, Educational Psychologists).

The support team seeks opportunity to extend links with the community and have a regularly updated list of recommended agencies.

### **Staff Continued Professional Growth**

BISJ is committed to the continued professional growth of all teaching and support staff (see professional growth policies for Primary and Secondary Section).

There are also opportunities for attending workshops and presentations relevant to the diversity of learning needs in our community. On occasions there may be visiting speakers or opportunities to attend events in the local community relating to ESL and SEN.

The whole school support team has the opportunity to meet during each academic year to share professional growth experiences.

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### **Resources and Facilities**

Student Support Team members across the school have access to designated rooms for working with students and for meeting purposes. The Counsellors each have a private meeting room, with a welcoming environment.

The annual budget allows for resources to be updated regularly, in line with current trends. In addition, each Section has a small library of books for staff and parent reference.