Year completed: 2020	Policy: Learning Support (including SEN)	Reviewed: May 2020
Policy Statement	Montreux International School provides an inclusive learning environment to meet the needs of our school community. The school, through the delivery of the IB Career-related Programme and with dedicated learning support, will provide teaching and learning strategies to ensure that each student is able to access the curriculum being provided and successfully demonstrate their knowledge and skills through appropriate assessment procedures.	

Goal

The goal of Learning Support at Montreux International School is to promote a whole-school approach to identifying, planning, implementing and monitoring support for learners with a specific learning need, difficulty or disability. This is accomplished by providing appropriate learning strategies and accommodations that enable these learners to reach their potential in a supportive community and inclusive learning environment. With this support, we believe these learners can be successful learning in an IB World School and become autonomous, lifelong learners.

Learning Support Students

Learning Support at Montreux International School is intended for those students who have an identified learning need, difficulty or challenge. As a school, we recognise that a learner might require additional support if the student:

- Has a diagnosed disability (mild – profound). These are aligned with guidance in the Special educational needs and disability code of practice (2015).
- Has a mild learning difficulty which impacts on their ability to acquire, process and/or demonstrate grade level expectations without accommodations;
- Is considered an Exceptional Learner
- Has difficulty with the acquisition of speech and oral language (Montreux International School does not currently provide SLP services.)
- Has a sensory impairment or a physical disability;
- Is experiencing emotional, behavioural or social difficulties;
- Has a combination of any of the needs listed above.

Montreux International School utilises the document from the UK Government entitled "Special educational needs and disability code of practice" to categorise students' needs. These categories include but are not limited to:

- · behavioural, social, emotional
- · sensory and physical disability
- · medical conditions or health related disability
- · communication and interaction
- · learning
- · gifted and talented
- · disabled
- · assessed syndrome
- · specific learning disability

Students with learning support needs at Montreux International School are able to function in the regular classrooms with support and accommodations. An alternative curriculum may be designed for a student with severe to profound learning need and if they are unable to meet the curriculum requirements of their Year Group. The CP Coordinator liaises with parents, students and teachers to ensure that learners have access to appropriate assessment accommodations in DP subject and the CP programme. All accommodations follow the guidelines provided by the IB.

Identification of Learning Needs via Admissions:

All potential students of Montreux International School must complete the regular admission processes for the Year Group for which they are applying. Students with learning needs are identified during this process by parent information (including the provision of medical reports), Montreux International School admission assessments and information provided by the previous school. Depending on the student's identified needs and their entry level to Montreux International School the admissions team may request additional information or processes:

Career-related Programme
Students will complete an individual assessment as per Montreux International School Admissions procedures (currently CAT4). The results of this assessment, together with information provided by parents, previous school reports and medical/intervention reports by outside agencies, are review by the CP Coordinator and Principal if required.

All Learning Support applications
Additional information may be requested as necessary; including medical records, records of previous interventions, contact with previous schools and or a parent meeting. Each application is reviewed individually to establish the additional support needs required to support student learning. There may be some students whose academic and/or social needs are beyond the provision of Montreux International School. In such cases students will not be admitted or only allowed to continue under clearly defined conditions in a Conditional Acceptance this includes the financial responsibility for a Shadow TA if required. Support provisions are subject to annual review. The final decision regarding placement rests with the CP Coordinator and ultimately the Principal.

Identification of Learning Needs via Classroom Observations:

Career-related Programme
Subject teacher may identify a student with difficulties in learning via a combination of professional observation, classroom work, subject and grade level assessments, and or standardised assessments and/or parent meetings. Subject teachers will contact the student counsellor with their concerns, the CP Coordinator will bring completed survey of all the relevant teachers and bring all the information to the weekly scheduled Academic Meeting. Academic Meetings are attended by the CP Coordinator, CRS Coordinator and Principal.

Learning Support Referral
Once the decision to refer a student for possible learning support has been made the following process is followed:

Official notification that the learning support department will be completing observations and diagnostic assessments with the student is sent to the parents. The observations and assessments are to assist in providing more in-depth information about their child's learning strengths and needs. The assessments may include the following diagnostic tests:

- KTEA-III-Kaufman Test of Educational Achievement, Third Edition
- WRMT III - Woodcock Reading Mastery Test III
- WIAT III – Wechsler Individual Achievement Test 3rd Edition

- OWLS – Oral and Written Language scales
- TAPS – Test for Auditory Processing Skills
- British Picture Vocabulary Test
- Brigance – Comprehensive Inventory of Basic Skills
- NNAT - Naglieri Non-Verbal Ability Test
- Gilliams Asperger"s Disorder Scale (GADS)

The team will examine the information and results to identify student needs. These sources may include:
- teacher observations
- internal and external assessments and products
- specialised assessments
- parent observations

The CP Coordinator will meet with the parents and outline an intervention plan. The intervention plan may include:

- Collaboration between Subject Teacher, CP Coordinator, Counsellor, Parents and student with strategies and accommodations to assist in learning.
- In Class support by teachers to provide intervention in class with specific links for curriculum and appropriate learning behaviours.
- Learning Support Lessons – this is an intensive lesson for small groups or individuals to address specific skills and knowledge by direct instruction and may also include curriculum assistance, pre-teaching of concepts and homework assistance. (There may be an additional fee for this service)
- Accommodations to support to learning assessments, but proper documentation is needed to meet MYP and DP requirements as outlined by the IB policy Assessment Principles and Practice – Quality Assessment in a Digital Age (2019)

The Learning Support Team will complete an Individualised Education Plan (IEP) outlining the relevant learning information for the student. This document also provides suggested strategies for differentiation and assessment accommodations. If students are to receive intensive lessons from additional learning support, the student will have an IEP that outlines the academic and/or social goals.

Learning Support Program
Protocol for Students Receiving Pull Out services
- Internal or external assessment completed
- Student's scores on assessment show that student is performing below average and require pull out intervention to be successful
- Number of pull out sessions depend on standard scores and different areas of need/concern

Learning Support Lessons (Pull Out Support or Intensive Instruction)
Students may attend Learning Support lessons to work on identified challenges to learning. The lessons may be small group or individual to address specific skills and knowledge identified by the referral process or via progress monitoring, and may also include curriculum assistance, pre-teaching of concepts and homework assistance. Student goals are designed and documented on the student's IEP. Learning support staff will progress monitor students by completing in class observations, reviewing classroom work and external assessments, and other assessments done within the learning support setting. Students/parents will receive IEP progress updates termly and goals will be updated annually.

Protocol for changing Learning Support services from Pull Out to In Class Support
- There has been a reduction in the amount of pull out sessions
- Progress Monitoring Data
- Consistently meet IEP goals
- School reports
- Teacher feedback
- Parent feedback
- Student has become more independent in their learning
- Student has met expected grades
- Student has learned necessary strategies to be successful

In Class Support
Learning support will work in collaboration with subject teachers and the CP Coordinator to provide intervention within the regular class instruction. This assists students by ensuring their understanding of content and processes, curriculum homework expectations and assist in promoting appropriate classroom behaviours. Learning support staff will progress monitor students by completing in class observations, reviewing classroom work and external assessments.

Protocol for changing Learning Support services from In Class Support to Monitoring
- School Reports
- Review External Assessment Results (CAT4)
- Teacher Feedback
- Parent Feedback
- Student has met expected grades with minimal support within class from Learning Support staff

Protocol for Monitoring Learning Support Students
- Review External Assessment Results (CAT4, possible ALIS scores)
- Communicate with classroom teachers after these external assessments
- Monthly Managebac grades
- Communicate with teachers if a consistent concern or decline in grades
- Observation(s) in a couple lessons of area of concern
- Email communication to all teachers just before report times

Monitoring

These students no longer require a Learning Support Document as they are either in the process of being exited from learning support or are being observed for learning support services. Learning support staff use external and internal assessments to monitor progress and communicate with teachers when necessary.

Assessment Accommodations
All assessment accommodations follow IB guidelines in IB publications:
- IB Access and Inclusion Policy (2018)
- Candidates with Access Arrangements (2017)

Student's ability to access and complete assessment is evaluated based on their individual learning needs. The information is shared with teachers, parents and students. All accommodations are to ensure that students with learning disabilities or learning difficulties are equitable and promote fairness where their individual learning challenges may disadvantage their ability to demonstrating knowledge, skills and/or understanding.

Learning Support Services and Fees
The support services may include, working with the teachers to provide support strategies within the classroom environment; in-class support and/or intensive pull out support lessons, either individually or in a small group. If two or more intensive pull out support lessons a cycle are recommended, there is a fee each term that will be communicated by the CP Coordinator to parents before the start of the Academic Year and prior to an admissions offer being made. When a student's support needs require an alternative curriculum or their learning needs require continuous intensive support the school may recommend a Shadow TA to work 1:1 with the student to provide the appropriate level of support for learning. All arrangements are discussed with parents and reviewed yearly. The cost of the Shadow TA service is passed on to the parents.

Exiting Learning Support
Protocol for Exiting Learning Support Students
- Progress Monitoring Data
- Consistently meet and attain IEP goals
- School reports
- Teacher feedback
- Parent feedback

A student may exit learning support services when the teachers, CP Coordinator and Principal agree that the student is capable of functioning autonomously and successfully in the regular instructional classroom as well as meeting the Year group requirements. If the student is successful for one term, the student will be exited, but a note will be added in the SIS of an exit date so future staff will be aware that this student has received learning support in the past. The student's parents are part of the decision making process and are included in all

recommended changes to student support services.

References;

- Special educational needs and disability code of practice: 0 to 25 years (2015) UK Government
- Assessment Principles and Practice – Quality Assessment in a Digital Age (2019)
- IB Access and Inclusion Policy (2018)
- Candidates with Access Arrangements (2017)