

Learning Support Policy

Zorgplan



International School Haarlem

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Introduction

This policy has been written and reviewed by the Senior Leadership Team at the International School Haarlem (ISH) and conforms to the Dutch law regarding inclusion (Wet Passend Onderwijs, 2014). It also reflects the wider philosophy of the Dutch International Schools group which champions the provision of high quality education for all children, including those with additional learning needs.

Along with our partnership schools, International School Haarlem strives to welcome differences between students as part of an international, school community culture with its own diverse and dynamic student population.

ISH also works in partnership with a regional group or 'samensweringverband' of Dutch primary and secondary schools which support each other with the provision of support available to students with learning difficulties or disabilities. Our 'samensweringverband' is 'Passend Onderwijs Zuid Kennemerland' (www.passendonderwijs-zk.nl).

This policy is a working document which will continue to be monitored and evaluated as our school develops.

School Principles

The International School Haarlem is an inclusive, international school community which is committed to meeting the needs of all its pupils including those with special educational needs (SEN) those for whom English is an additional language and most able students.

In line with Dutch law, our philosophy is to include students with special educational needs and disabilities wherever possible within a regular classroom setting, sometimes with the use of additional interventions and/or a modified curriculum.

Admission to ISH is, however, dependent upon the school's facilities and academic programme being deemed appropriate to the applicant's needs - and on the student's ability to benefit from the curriculum. As stated in our admission's policy, we are unable to accept students who:

- have complex special educational needs
- who need materials equipment and/or specialised help that is not readily available
- who require one-to-one support for more than 25% of their school timetable.

For students with SEN or those who have previously received learning support, the following conditions will apply:

- Reports and relevant testing details need to be supplied before admission
- Details of the child's difficulties/requirements need to be clarified and discussed with the Learning Support Coordinator before admission
- Internal assessment may be required before admission to the school
- If, after a period of no less than six weeks in school, we feel we cannot meet the academic, social/emotional or physical needs of your child, we reserve the right to transfer to an establishment that we, the school, believe can better accommodate these needs, or ask that you do so. This may be within the Dutch system.

Education Profile

Samenswerkingverband Primary Education Zuid Kennemerland

The Dutch law regarding inclusion (Wet Passend Onderwijs) was put into practice on August 1st 2014. This ensures that schools in the Netherlands form a regional collaborative partnership ('samenswerkingverband') in order to make agreements about support available to students and the most appropriate place of education for each individual.

All schools within the regional partnership or 'samenswerkingverband' Zuid-Kennermerland commit either individually, or in association with other members to offer the following basic support for all of their students:

1. Open communication between parents and school. Parents, together with the school, form an educational partnership in which both parties are responsible for the progress of their child and in which open communication is valued.
2. A safe learning environment in which all members of the school community including students, staff and parents feel safe and respected.
3. A range of curricula designed to develop and support not only students' academic skills, but also their physical, social, health and emotional development.
4. The support of students with social care needs.
5. High quality teaching and differentiated classroom instruction to meet the needs and learning styles of all students. Professional development for teachers to help support this skill.
6. Support with transitions, for example from primary to secondary or to another school.
7. A secure, digital student-tracking system in which student information can be recorded, updated and utilised to support their progress.
8. Clarity regarding the access and provision available to students with a physical disability.
9. A protocol for the management of medication and medical care in school and to support individual pupils with medical needs.

As the school itself develops, ISH will continue to work with its Samenswerkingsverband Zuid Kennermerland in order to offer an increasingly broad range of support for students.

Results focused working and monitoring progress

We use the following methods to track student's progress and inform our planning:

Summative Assessments 3 times per year
Formative Assessments –class work and homework
Observation of students within class
EYFS for Groups 0-1
UK Rising Stars and Hamilton English
UK Statutory Assessment Tests (PUMA and PIRA)

Before the start of each term, the teaching staff, along with the school Directors and Learning Support Coordinator meet to plan the curriculum for each teaching group. At the end of every term these group plans are evaluated, and individual student progress is discussed on the basis of classroom observations, summative and formative assessments.

Throughout the academic year, a series of Learning Support consultations take place with the Learning Support Coordinator (LSC) and other members of staff. These are designed to:

- evaluate the effectiveness of classroom instruction and in-class support of students
- promptly identify and plan for students in need of extra support
- offer support and guidance to classroom teachers

Structure of Learning Support Consultations

Throughout the academic year, a series of Learning Support consultations take place with the Learning Support Coordinator (LSC) and other members of staff. These are designed to:

- evaluate the effectiveness of classroom instruction and in-class support of students
- promptly identify and plan for students in need of extra support
- offer support and guidance to classroom teachers

The structure of these consultations is as follows:

Type of Consultation	Frequency
<p><i>New school year class consultation:</i></p> <p>Class teacher and LSC meet to discuss initial progress of students. For example:</p> <ul style="list-style-type: none">- Have the students transitioned well from previous class/educational setting?- Does the teacher have a good oversight of their students?- Does the teacher wish to discuss any issues regarding instruction or behaviour management? <p>The LSC will carry out an informal class observation prior to the consultation.</p>	1 x per year, within first half term

<p><i>Class assessment data consultation:</i></p> <p>Using class formative and whole-school summative assessment data, the class teacher and LSC will review the progress of <i>all students</i> in the class:</p> <ul style="list-style-type: none"> - Are students making the expected progress? - Have students in need of additional support been identified? - Is the lesson planning sufficiently differentiated and personalised for students to reach their targets? <p>The class teacher and LSC will also specifically review the support given to students identified with Special Educational Needs (SEN). Plans for any necessary changes to support will be discussed. The class teacher will adapt their class planning accordingly.</p>	<p>3 x per year Start, middle and end of school year, following whole-school assessments</p>
<p><i>Teaching-staff consultation:</i></p> <p>Class teachers can request the opportunity to discuss concerns regarding a student or area of instruction with other members of the teaching staff during staff meetings. This request must be received in time to be added to the meeting agenda.</p> <p>The aim of this consultation is to allow staff to share their knowledge of the student in question and to make use of the collaborative expertise of the school's teaching collegiate. Confidential information regarding students will not be shared.</p>	<p>When necessary</p>
<p><i>Learning Support Development:</i></p> <p>The LSC will offer professional development and coaching to teaching staff regarding relevant areas of Learning Support and inclusion.</p>	<p>3-4 x per school year during staff or curriculum meeting</p>
<p><i>School Leadership Team Consultation:</i></p> <p>The LSC will meet regularly with the School Leadership Team in order to discuss issues relating to Learning Support including:</p> <ul style="list-style-type: none"> - Analysis of progress data - Purchasing of relevant materials/methods - The provision for students identified with Special Educational Needs - Lesson observations and expertise of teachers - Contact with parents/carers - Effectiveness of Learning Support procedures 	<p>Bi-weekly</p>

Our Assessments and Results

The progress of children in groups 0-1 is assessed against the developmental framework identified in the UK Early Years Foundation Stage (EYFS) curriculum. Evidence of progress is gathered by the class teacher and forms part of the Early Years Foundation Stage Profile for each child.

Students in groups 2-7 are assessed summatively three times per year, using tools formulated by the UK publisher 'Rising Stars'. These assessments measure the depth of knowledge, understanding and skills in English (reading comprehension, spelling, grammar and punctuation, writing) and Maths (including arithmetic). In this way, all children in each year group are assessed with the same method in age appropriate form. This helps the class teacher to make sure that each child is given the appropriate differentiated level of work. These assessments are linked to the curriculum used at the ISH and inform further curriculum development.

Formative assessment is an ongoing process at our school, taking the form of teacher observations, classwork and homework. We use an online student tracking system, 'Classroom Monitor' to track students' progress in Maths, English and IPC throughout the academic year.

Below is a table showing our summative assessment schedule:

Type of Assessment	Who is tested	Frequency
'Big Write' Writing Assessment	<ul style="list-style-type: none"> • Group 2/3 • Group 4 • Group 5 • Group 6/7 	Every six weeks
Progress in Reading Assessment (PIRA)	<ul style="list-style-type: none"> • Group 1 (rising 5 and 5-year olds) • Group 2/3 • Group 4 • Group 5 • Group 6/7 	3 x per year: autumn, spring, summer
Progress in Understanding Mathematics Assessment (PUMA)	<ul style="list-style-type: none"> • Group 2/3 • Group 4 • Group 5 • Group 6/7 	3 x per year: autumn, spring, summer
Grammar, Punctuation and Spelling	<ul style="list-style-type: none"> • Group 2/3 • Group 4 • Group 5 • Group 6/7 	3 x per year: autumn, spring, summer

Due to the transient nature of our international school population and the diversity of our students'

previous academic experiences, the use of average group scores does not give a valid representation of students' performance at our school. The reporting of our results will therefore focus on the progress made by individual students during their time at ISH.

Results for the school's first academic year will be published in the subsequent year's Learning Support profile.

School Curriculum

The primary department curriculum of the International school Haarlem is based on internationally recognised teaching and learning programmes. The curriculum is designed to engage and challenge students whilst promoting a love of learning.

In the Early Years (ages 4 to 5), children are taught through active, play based learning. Children explore opportunities to develop strong foundations for their learning journey by working within the guidance of the UK Early Years Foundation Stage (EYFS) curriculum.

It is comprised of the following prime and specific areas of learning:

- Personal, social and emotional development
- Communication and language development
- Physical development
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

By the end of the Early Years, most children will have acquired early reading and number skills and explored Dutch as an additional language or mother tongue.

In the Primary Years (ages 5-11), learning guidance is taken from the British National Curriculum and The International Primary Curriculum (IPC).

At the ISH we use the British National Curriculum to teach English and Mathematics. This is a structured academic curriculum that is designed to meet the needs of all students. The core of the curriculum consists of a wide range of differentiated teaching and learning activities that excite, challenge and support children, whatever their interests or ability. Differentiated groups are utilised in English and Mathematics in order to ensure that students are focusing on targeted areas of learning and are working at the correct level.

If it is felt that students are working below the expected level for their age, or are failing to show significant progress, they may be withdrawn for targeted intervention in Maths and English. This is coordinated by the Learning Support department and planned together with the student's class teacher.

Aside from Maths and English, we use the IPC framework to provide a thematic, multi-disciplinary approach to learning history, geography, science, ICT, design technology, art, music and physical education. The IPC is a creative, motivating curriculum, which has children's learning at the centre. It actively promotes the personal learning goals of adaptability, resilience, thoughtfulness, cooperation and international mindedness.

Students in the primary school will also receive Dutch Language and Culture lessons.

Ambitions of ISH

Our ambitions for our first academic year are:

- Implementation of assessment and testing methods
- Implementation of our International Primary Curriculum
- The development of a range of intervention programs to support: underachieving learners or those with identified special educational needs
high achieving learners performing above the expected level for their age
- The consolidation of our approaches to Maths and English instruction to ensure ‘joined up’ delivery of core subjects across the school in terms of delivery methods, terminology, learning strategies etc.

Pedagogy and Didactics

Pedagogy and didactics relate to the school’s philosophy on education, our vision and values and how we put these into practice. Please refer to our School Guide for a more detailed guide to the philosophy of our school.

Management of Classroom

Our classrooms are designed to offer students a stimulating and welcoming environment with areas suitable to both individual and group activities. All classrooms have an interactive whiteboard and ‘carpet area’ to allow for whole class instruction, discussion and interaction. In addition, students have a variety of working stations to choose from including desks, booths and the use of lap-desks. Visual timetables are utilised across the school to provide students with a daily structure.

The Early Years department offer a ‘free-flow’ area which allows our youngest students choice of a variety of engaging learning stations focusing on the development of social skills, fine and gross motor skills, early literacy and early numeracy. The delivery of phonics and maths skills is managed in small groups, enabling targeted instructions.

We have fully trained Teaching Assistants who work with Lower and Upper Primary during English and Maths lessons to support students and who withdraw students for targeted interventions/support where needed.

Development of Expertise

During our first school year we aim to develop our expertise in the following areas:

- Delivery of the International Primary Curriculum content
- Effective use of our student tracking system Classroom Monitor for assessment/planning
- The delivery of targeted interventions in Maths and English to help/stretch supported or targeted students
- Our knowledge of specific Special Educational Needs and strategies to support and develop students with these difficulties.

Care Plan for Supported Students

Definitions of Barriers to Learning and SEN

At ISH we recognise that all children can encounter barriers to their learning due to individual, social, cultural or environmental factors. For example, a student may be unable to access their learning due to low self-esteem, a lack of language proficiency or unfamiliarity with a formal learning environment.

We strive to anticipate and minimise these barriers for all students by providing high quality differentiated teaching, an engaging and diverse curriculum and a safe inclusive learning environment.

For some students, barriers to learning take the form of a learning difficulty or disability.

A student has a learning **difficulty** if they have significantly greater difficulty in one or more area of learning than the majority of others the same age.

A student has a **disability** if they have a diagnosed physical or mental impairment which has a long-term effect on their ability to carry out normal day-to-day activities. This can include sensory impairments and long-term health conditions.

Students with learning difficulties or disabilities are considered to have Special Educational Needs (SEN) which calls for additional educational provision to be made for him or her.

There are 4 broad areas of Special Educational Needs to be supported:

- Speech, language and communication needs (SLC)
- Cognitive learning difficulties including specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia
- Social, emotional and mental health difficulties (SEMD)
- Sensory and/or physical needs

At International School Haarlem, we refer use the term Learning Support to refer to special educational needs provision. 'Learning Support' may also be used to refer to support offered to students operating at a significantly higher level than the expected outcomes of their peers.

Students with English as an additional language (EAL) will not be considered as automatically having special educational needs. If an EAL student is struggling to make progress, the school will look

carefully at different areas of his or her learning to establish if the difficulties are due to low levels of language ability or an indication of SEN or a disability.

Please refer to our school policy on Students with English as an Additional Language for further information regarding the support and language programme offered at ISH.

Identification of Pupils with SEN and Stages of Support

The identification of SEN is built into our overall assessment and progress-tracking programme for all students. Class teachers and support staff use a range of both formative and summative assessments to constantly track student's progress and are therefore alert to any emerging difficulties. Regular whole-school testing in specific key-skill areas also help to identify any students making less than expected progress given their age and individual circumstances.

Some students are enrolled at our school with pre-identified SEN or have received learning support in their previous setting. In this case, we will consult closely with parents/carers and the students themselves to gain a clear understanding of the nature of their learning needs and the success of any previous SEN provision.

At ISH, we use a graduated approach to managing provision for students with SEN. This involves a cycle of actions which may become more intensive in its content as it is repeated. The graduated response cycle follows four stages:



Stage 1: We assess pupils needs

Stage 2: We plan to meet those needs

Stage 3: We carry out what we have planned

Stage 4: We review what has happened before we follow the four stages again.

Within our graduated response cycle, we have also identified different 'waves' of support, indicating how the provision may intensify for those students requiring increasingly specialised support.

We believe that the first 'wave' of support for students who have, or may have SEN, is the provision of high quality teaching. This is defined by good teaching and learning, effective differentiation, close monitoring of student progress and high aspirations.

Where students require support in addition to that provided by the class teacher, two additional waves of support are offered – additional interventions designed to enable students to work at age-related expectations or above (wave 2) or additional highly personalised interventions designed to support students with complex needs or working well below age-related expectations (wave 3).

Stages in SEN Support

This flow diagram illustrates our school procedure for identifying and supporting students with SEN. The procedure is mapped against our four-stage approach to provision (assess, do, plan, review).

We only move from one stage to another if a student still needs more support and is not making sufficient progress. If a student makes excellent progress, we may decide to withdraw a stage of support.

STAGE ONE - ASSESS

Initial Concern from Parent/Teacher

Parents and/or teachers raise concerns about a student.
 Student's class teacher will gather evidence from observations, assessments, work samples and (where appropriate) attendance/prior attainment data.

Initial Concern from Assessment Data

Assessment data may tell us that a student is not making the progress we would expect from him/her or that despite making progress, the student is still significantly behind their peers in one or more area of their learning and/or development.



Teacher assessment of student's needs/barriers to learning

Initial concerns will be managed by the student's classroom teacher.

 The teacher will use the evidence collected to inform their planning and differentiate/adapt learning tasks accordingly.

 The student's progress will be monitored through regular summative and formative assessments.

Pre-identified Additional Educational Needs

Student joins school with existing SEN or having previously received learning support.

Reports/Individual Education Plans from previous childcare or educational settings will be gathered by the Learning Support Coordinator and evaluated.



Collaborative assessment of student's needs/barriers to learning

A meeting with the student's parents, class teacher and Learning Support Coordinator will be held.

 When appropriate, the student will also be consulted. Depending on the student's needs, outside agencies may also be consulted at this stage.

 A suitable plan of support will then be drawn-up and reviewed on a termly basis.

Planned and Graduated Support

Using information gathered from the Consultation, a graduated support plan will be put into place and reviewed on a regular basis and at least once per term.

**Wave 1: In Class Support:**

teacher's lesson planning show differentiation for targeted students.

- Teacher uses consultation to inform planning and adapt work/classroom environment to better meet student's individual needs or areas of underachievement.
- Student's progress continually monitored as part of teacher's regular summative and formative assessments.
- Wave 1 support monitored twice a year by the Learning Support Coordinator.

**Wave 2: Small Group/Targeted Intervention:**

- A student is withdrawn from class to attend small group or individual intervention which is specific and time-limited.
- The Learning Support Coordinator will be responsible for the creation of a Group Intervention Plan and Individual Education Plans (IEP) for students which set out the specific targets of the intervention. The plan will be written in consultation with the class teacher.
- Additional assessments may be carried out and/or external agencies consulted at this stage to identify any SEN.

**Wave 3: 1 to 1 Intervention**

If within the capacities of the school, students with identified SEN attend 1 to 1 targeted or specialised support outside of the classroom, designed to address specific academic, social or emotional needs. Students will have an Individual Education Plan which sets out the specific targets of the intervention.

STAGE THREE: DO

Interventions Carried Out

Wave 1: Implementation of support strategies, monitoring and tracking by class teachers. Learning walks carried out to ensure students are receiving the support they need.

Wave 2 & Wave 3: Implementation of interventions, monitoring and tracking by Learning Support and/or other agencies.

STAGE FOUR: REVIEW

Review Consultation

Wave 1: Class teacher will evaluate the success of provision against planned outcomes.

The four-stage cycle will then be repeated again, starting with an assessment regarding the necessity of further adaptations to in-class provision by the class teacher or the acceleration of the student to Wave 2 support and possible assessment of SEN.

Waves 2 and 3: Learning Support will evaluate the success of the delivered interventions against planned outcomes.

The four-stage cycle will then be repeated again, starting with an assessment of the student's progress and a consultation to decide upon the most appropriate support going forwards. Outside agencies or specialists may be consulted at this stage for assessment of/support with SEN.

External Support

In addition to the support received from the Zuid Kennemerland partnership or 'samenswerkingverband', the school may also need to seek external support from outside agencies. This will only take place if a student's IEP has not proven sufficient, or in some cases, if the student has previously received support from an outside agency.

Requests for external support will always be discussed with parents/carers beforehand as parental support and consent is needed when external experts are being consulted.

There are several Dutch organisations that provide external support. Which one of them is to be consulted depends on the sort of support that is requested.

De Onderwijs Begeleidingsdienst Onderwijs Advies (*Educational Support and Advice*)

Het Dyslexie Collectief (*Dyslexia Collective*)

Centrum voor Jeugd en Gezin (CJG) (*Centre for Youth and Family*)

De GGD afdeling Jeugdzorg (*local authority health service*)

Kenter (*specialised institution for the support of young people*)

Where necessary, the school can also help parents make contact with English speaking outside agencies and those specialised in international education. Parents can make contact with the Learning Support Coordinator for further information.

Considerations

The school reserves the right to advise that a student be educated in (or moved to) a different educational setting if it is felt that the student's academic or behavioural needs cannot be met at ISH. This decision will be agreed upon in collaboration with our partnership schools (samenswerkingsverband) and parents/carers in order to identify an appropriate alternative setting within the region.

In very exceptional circumstances a student who is unable to cope with the demands of his/her peer group may be held back a year. This decision will only ever be taken in consultation with the Management Team, Learning Support Coordinator, class teacher and parents.

Links to Other Documents

This document should be read in conjunction with the follow documents:

ISH School Guide

Admissions Policy

EAL Support Policy – when completed (Summer 2018)

Assessment Policy – when completed (Summer 2018)

Health & Safety Policy including Child Protection Policy