

## Learning Support Policy

	<b>Policy: LEARNING SUPPORT</b>
<b>Learning Support Policy in Full</b>	<p>At Copperfield International School, we understand that students have unique learning needs, and some may face challenges that require tailored provisions beyond the standard offerings for students of the same year level. We are committed to creating an inclusive and equitable learning environment where all of our students have the opportunity to succeed.</p> <p>Our approach to learning support is guided by the following principles:</p> <ul style="list-style-type: none"> <li>● <b>Inclusivity and Equity:</b> We believe in providing equal access to education for all of our students. We are dedicated to fostering an inclusive and equitable learning environment.</li> <li>● <b>Mild to moderate needs:</b> Generally, Copperfield is able to accommodate students with mild educational needs and some students with moderate educational needs. However, due to staffing limitations, the School is not able to meet the needs of students with severe educational needs.</li> <li>● <b>Differentiated Instruction:</b> Our teachers employ differentiated instruction techniques to cater to diverse learning styles and needs, providing the opportunity for each student to engage with the curriculum effectively.</li> <li>● <b>Access to the Curriculum:</b> We make appropriate adaptations and accommodations to ensure that our students, including those with identified learning challenges, can access the curriculum.</li> <li>● <b>Holistic Development:</b> We are committed to the holistic development of our students, encompassing academic, social, emotional, and physical growth.</li> <li>● <b>Inquiry-Based Learning:</b> Our approach to education encourages inquiry-based learning, allowing students to explore and construct their understanding of concepts in a way that suits their unique learning needs.</li> <li>● <b>Curriculum Integrity:</b> Copperfield does not offer substantial, systematic, and on-going individual academic support, modifications to the curriculum, or accelerated programmes.</li> </ul> <p>This commitment to inclusive education extends across all our educational pathways, including A levels, iGCSE, and the IB programmes. We believe that by providing comprehensive learning support, we empower every student to reach their full potential and achieve success in their chosen educational journey.</p>
<b>Assessment, Learning Support and Inclusion</b>	<p>Copperfield has established a comprehensive set of procedures to ensure that all students, regardless of their educational pathway, receive the necessary support for access and assessment in a manner consistent with the principles of inclusivity and fairness.</p> <p><b>Early Identification, Including Admission Process:</b> Our commitment to identifying students with diverse learning needs, including those with special educational needs (SEN), begins with our admission process. We strive to recognize these needs at the earliest possible stage, starting from the moment students join our school community. Identification of learning challenges may also arise after admittance from teacher observations, monitoring of in-class performance, homework, school tests, and examinations; this would initiate the formal referral process.</p>



**Referral Process:**

To initiate support, we employ an internal process through our Learning Support Department. A completed Learning Support (LS) referral form serves as an official document to raise concerns about a particular student's needs. Students or parents may also express concerns about progress. External assessments by agencies such as education psychologists or medical reports may also be recommended in order to identify specific difficulties.

**External Agency Referrals:**

In some cases, our SENCo may suggest referrals to external agencies for specialised assessments with family support and formal consent, especially for identifying specific learning difficulties. The resulting reports are maintained in the student's Learning Support file, and a summary with recommendations is made accessible to all staff members.

**Progressive Assessment:**

Once a student is identified as possibly having a learning difficulty or SEN, we begin with classroom observations and informal meetings with the Special Educational Needs Coordinator (SENCo). This is followed by consultations with subject teachers and parents to gain a comprehensive understanding of the student's needs.

**Assessment for Support:**

If deemed appropriate, our SENCo may recommend further assessment to evaluate educational attainment and cognitive skills, guiding all staff members and parents in providing suitable support. These assessments may include tools such as LUCID, WIAT testing, or spelling screenings. If necessary, we may arrange for an assessment by a qualified assessor within the school, and when required, we will refer students to external agencies.

**Parent/Guardian Collaboration:**

Our SENCo works closely with parents and guardians to provide guidance on specialist support their child may require.

**Access Arrangements and Concessions:**

Our assessment process may identify eligibility for concessions, such as extra time, in line with the applicable examination board regulations (e.g. CIE or IBDP). We ensure that access arrangements comply with the guidelines of all examination boards we offer, prioritising fairness and not providing undue advantages to students. However, it's crucial to note that access arrangements will only be granted upon the approval of the respective examination boards.

**Recording and Monitoring:**

All students referred to the Learning Support Department are recorded in our Learning Support Register. This record includes the student's name, year, a summary of their needs, assessment dates, support provision, and examination concessions. This information is accessible to authorised personnel via our Shared Drive.

**Compliance with Examination Board Policies:**

We are dedicated to ensuring that all access arrangements for assessments align with the policies of the examination boards we offer, including IB, CIE, and others. We emphasise fairness, equity, and consistency for all students, maintaining the integrity of the assessment process while providing appropriate support.



<p><b>Provision for those with Learning Difficulties and Disabilities</b></p>	<p>Access arrangements are essential for ensuring that examination candidates with Special Educational Needs and Disabilities (SEND) can access assessments and demonstrate their knowledge without altering the assessment's inherent demands. Access arrangements should reflect the student's normal way of working. Examples of access arrangements include extra time, word processing, readers, and scribes.</p> <p>For external examinations, applications must be made to the International Baccalaureate (IB) and/or Cambridge International Examinations (CIE) for access arrangements. These applications are subject to approval by the respective awarding bodies and may be subject to inspections by CIE and the IB. <b>The school does not have any influence over the decision made by the examination boards.</b></p> <p><b>IGCSE, A Level &amp; IB Diploma Programme (IBDP) Students:</b></p> <p>In accordance with CIE regulations and IB policy regarding access arrangements, the appropriate divisional head will inform parents, students, and staff about the availability of accommodations for students with documented special needs during the examination session. The divisional head will then make an application to the appropriate accrediting body on behalf of each student using the required documentation.</p> <p><b>Step-by-Step Guide for Access Arrangements</b></p> <ul style="list-style-type: none"><li>● <b>Step 1: Identification of Special Needs:</b> Identification of students with SEND can occur during the admission process or at any time during the enrollment. For detailed information review the above sections of this document.</li><li>● <b>Step 2: Notification of Accommodations:</b> The Head of Learning Support and appropriate divisional head will notify parents, students, and staff about the availability of accommodations for external examinations.</li><li>● <b>Step 3: Application Submission:</b> The Head of Learning Support and appropriate divisional head will submit applications for access arrangements to the CIE/IB on behalf of each student with documented special needs. The application must be based on the student's usual way of learning and teaching in the classroom. It must align with the eligibility criteria stated in the relevant CIE or IB policies and submitted with supporting documents as evidence, adhering to the deadlines specified in the Assessment procedures for the relevant programme(s).</li><li>● <b>Step 4: Supporting Documentation:</b> The Head of Learning Support will oversee all supporting documentation required when requesting access arrangements for external examinations. This includes an official report with psychological/medical documentation and language test evidence for language learners. Psychological/medical reports should be current and dated within three years of intended examination. Language tests for additional language learners should be conducted at most one year prior to an IB assessment.</li><li>● <b>Step 5: Evaluation and Authorization:</b> The examination board will evaluate the request for access arrangements, considering the provided documentation. The Head of Secondary and/or IB DP Coordinator, in coordination with the Deputy Head of Academics, ensures that all communication with the CIE/IB concerning students with access requirements is appropriately managed.</li><li>● <b>Step 6: Implementation in Classroom Assessments:</b> Access arrangements should also be implemented during classroom assessments, both formative and summative, to ensure consistency in the student's learning experience.</li></ul>
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<b>Individual Educational Plan (IEP)</b>	<p>An Individual Education Plan (IEP) is a personalised and legally binding document that outlines a detailed program ensuring that students identified with specific learning needs receive specialised instruction and academic support within the educational setting allowing them to access the school's curriculum. An IEP is developed collaboratively among a team consisting of administrators, educators, parents/guardians, students, and additional external supports, to include psychologists, psychiatrists, and medical practitioners, as relevant. An IEP typically includes involvement and progress of a student with learning needs in the general curriculum, related services that a student qualifies for, appropriate educational accommodations to support a student's success in school, student's current level of educational performance, and measurable annual goals and objectives for student's education.</p> <p>An IEP requires an official psycho-educational assessment to be completed by a certified psychologist. Such an assessment allows for specific accommodations to be included in IEP and followed within academic settings. Examples of specific learning needs that accommodations support include, but are not limited to, Dyslexia, Attention IEPs will be developed without delay upon identification of need, and will be reviewed at least twice yearly. Parents/guardians and the student will be invited to contribute to the development of an IEP. The School keeps full, up-to-date documentation on all its students with IEPs. IEPs are shared with teachers and support staff for teaching purposes unless parents specifically request otherwise.</p>
<b>Transition to/from another Educational Institution and Re-enrolment</b>	<p>During Copperfield's admissions document review period, all official reports, to include psycho-educational assessments, medical reports, transcripts, and supporting documents, must be shared via the previous school and families. During the team meeting stage, SENCo will be involved with the decision-making process of admissions. Additionally, SENCo will cooperate and liaise with other schools when students join or leave Copperfield. However, confidential papers (e.g. internal assessments, reports, transcripts, Form 8s and IB AA documents, etc.) will only be transferred with written consent of the student's parents and of the student's new academic institution. In the Primary School, any SEND issues will be outlined in a confidential reference requested by a potential future school.</p> <p>Record Keeping: SENCo is responsible for storing copies of assessment reports held on file in an identified secure location.</p> <p>Students with special needs are not exempt from the School's academic and behavioural expectations. Students with achievement and/or behavioural exceptionalities that can be accommodated by the School must abide by the behaviour and academic expectations in order to be offered re-enrollment in the school.</p>