

## Primary Student Support Policy

### Introduction

In line with the School's Philosophy and Objectives Statement the Student Support provision aims to ensure that all pupils in the school are able to access the curriculum as fully as possible and that they are given every opportunity to take their learning forward and achieve their potential. We are committed to meeting the educational and emotional needs of all pupils and ensuring that they make progress within the boundaries in which we operate. We value each pupil as an individual and aim to provide equal opportunities.

In the Primary School we provide a secure and caring environment where we can meet the educational and emotional needs of every child. We wish each child to feel valued as an individual irrespective of ability, race, gender or class, and also to feel part of the whole school community. We believe in a holistic, whole child, personalized approach to learning providing an inclusive curriculum. All staff are responsible for promoting a child's self-esteem and raising attainment. In the Primary School, we endeavour to overcome the barriers to children's learning and to provide opportunities to stretch and challenge our most able pupils.

Along with the Student Support Department, Teachers are responsible for classroom differentiation for pupils needing support and will monitor and record student progress. They are responsible for ensuring that the classroom environment supports the needs of all children.

Pupils requiring Special Educational Needs provision will be admitted to and retain a place at the International School of Toulouse in line with the School's admissions policy where it is deemed that supporting their needs is within the School's ability. If on application the School assesses that the need may be greater than it can satisfy, then a place may be refused or further information requested, and a place subsequently refused.

At registration of a pupil the Student Information Manager will request information from parents regarding home and other languages. Any information received including pupil record files will be passed to the Head of Primary, the Student Support Coordinator and subsequently the relevant class teachers. The well-being of all new children will be monitored to ensure they make a successful start to their learning at IST. This process is ongoing throughout their time at IST.

If the school is alerted to the fact that a child may have difficulties, the school will make every effort to collect all relevant information and plan an appropriate **differentiated curriculum**. The school will hold meetings to work closely with the parents to identify and support the child's needs.

In certain cases, where there is a need for more analysis or clarification, the Student Support Department may bring in the services of external consultants who have experience of working with the school and understand the issues that our students face when learning in an international environment. We currently work closely with a number of external bodies including an Educational Psychologist for specific learning difficulties and the School Doctor for referral to French External Support Agencies. In cases where we feel we are not qualified or able to support a particular student's needs we inform parents and offer advice on alternative provision. Parents are requested to inform the school as soon as they become aware that there may be an issue or concern that could affect their child's learning or emotional wellbeing. All discussions with parents will be treated with the strictest confidence.



Pupils learning English as an Additional Language will be welcomed and retain a place at the International School of Toulouse in line with the School's admissions policy.

If the School is alerted to the fact that a child may have specific EAL learning needs, it will make every effort to collect all relevant information and plan an appropriate **supported and/or differentiated curriculum**. The School will work closely with the parents to identify and support the child's needs.

At IST we see parents as vital to the success of our provision for all children. We would ask parents to be willing to discuss all aspects of their child's development and alert us to any concerns they may have about their child's progress. We ask that parents keep us informed of any outside interventions their child is receiving and support the School with interventions that we consider will facilitate their child's progress.

### **Meeting the Needs of Pupils with Special Educational Needs**

A pupil is defined as having Special Educational Needs (SEN) if he or she has a learning difficulty which requires special educational provision to be made for him or her. Support may be necessary for a number of reasons and may include: literacy related issues, numeracy related issues or emotional issues. Whatever the need for support may be, we can draw on a wealth of experience and expertise that allows us to meet the needs of our students. We are fortunate to have highly qualified and experienced staff within the Student Support Department and across the school.

Once admitted to a class and after an initial period of settling in, if a class teacher has concerns about a pupil's learning, emotional or medical needs a Special Educational Needs Initial Concern form will be completed and passed to the Student Support Coordinator who will assess the concern and decide on the next steps. This may include a referral to the Educational Psychologist, in which case an Educational psychologist referral form will be completed in consultation with class teacher and parents.

Extra support may be put in place either in a small group or individually and supported by the Student Support Staff and TA's. Should progress be minimal the child will then be referred to the Educational Psychologist to assess if there is a specific learning difficulty. There are a number of other agencies that may be available for referral depending on the nature of the intervention required.

At this point an Intervention plan (IP) may be drawn up with progress targets outlined. This would be reviewed regularly between all adults delivering the interventions and parents notified of the targets at meetings or on parent consultation days.

If it is decided that the School is unable to appropriately provide for a child within current resources a child is deemed to be beyond the support of the School. At this point the parents may make an appeal to the Board, in order to access funding to allow specialist help or one-to-one support to be brought in. If the appeal is successful the funding and provision will be managed by the Head of Primary and Student Support Coordinator. In the event that the appeal is unsuccessful the child's place at IST will be withdrawn.

### **Outside Agencies**

At IST we will seek the support of outside agencies when a pupil's needs are recognised as needing more support than can be provided through in school provision. After consultation with the parents, the school will seek identification, assessment and support in identification of provision from the Educational Psychologist.

### **Emotional and Behavioural Needs**

If a Parent, Student or the School identifies that a student is in need of emotional or behavioural support to overcome non-academic barriers to learning then, in consultation with the Student Support Coordinator, they may be directed to work with the School's psychologist or referred to an outside specialist.

### **Meeting the Needs of Pupils learning English as an Additional Language**

Pupils are defined as being EAL learners if they have a home language other than English and those who are in the process of learning to use English as an Additional Language for educational purposes. Speaking and listening are important aspects of learning any language, it is therefore important for EAL learners to listen and speak English as often as possible.

Language is best learned in a meaningful context – the mainstream classroom. Every class teacher has the responsibility for the language development of EAL children. It is evident that the progress of EAL learners is significantly influenced by school and community ethos and by teacher attitude and expectation. It is therefore important that schools value and celebrate cultural and linguistic diversity. It is believed at IST that non first language speakers of English make the best progress in the English language through immersion in the mainstream curriculum, and in the Primary School that is supported by the Student Support Department. Depending on the level of English, children may be given extra English support using a variety of lively interactive resources which encourage spoken language, reading and comprehension.

### **Meeting the Needs of Gifted and Talented Pupils**

A pupil is defined as being Gifted or Talented if they have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

The term 'gifted' refers to those pupils who are capable of excelling in academic subjects such as English, Maths or History. 'Talented' refers to those pupils who may excel in areas requiring Visio-spatial skills or practical abilities, such as in games and PE, drama, or art.

Once admitted to a class and after an initial period of settling in, if a class teacher feels a pupil should be identified as Gifted or Talented, they will provide differentiated work or activities to extend the student.

Identification of gifted and talented pupils is a continuous, whole-school process. The identification process is fair, transparent, and flexible so that it does not discriminate against particular groups. The identification strategy should make use of both quantitative and qualitative assessment, including prior attainment and rate of progress so pupils are continually identified both within the school year and on a year by year basis.

At IST we will identify our Gifted and Talented cohort by using a wide range of information:- Academic assessment criteria, observation skills, differentiation of work set. All teaching aims to provide a challenging learning environment and together with enrichment or extension work will enable gifted children reach their full potential.

### **Transition from Grade 5 to Grade 6**



In the summer term the Primary Student Support Coordinator will meet with the Secondary School Student Support Coordinator to discuss the needs of all pupils transferring to the Secondary School who have been receiving Student Support (EAL, SEN and G & T). All records will be transferred. Throughout Grade 5 students are being prepared for the transition to Grade 6. They will visit the Secondary School for a taster day to get a feel for the different way their day will be organized, and how some of the subject areas will be taught. Meetings will be held with parents to ensure all information is transferred. Should the student be experiencing anxiety regarding the transition, they may be referred to the Educational Psychologist for counselling!

**Responsibility:** Principal / Head of Primary  
**Audience:** All Primary Staff  
**Issue date:** December 2008  
**Last updated:** July 2016



**SEN/EAL Initial Concerns Referral Sheet**

**Name of Child:**

**Date of Birth:**

**Year Group:**

**Date of Referral :**

**CONCERNS**

**Class Teacher:**

**Date:**

**Signed:**



**Primary Student Support**

**Educational Psychologist Referral Form**

Pupil Name: .....

Date of birth .....

Class Teacher: .....

Year group: .....

Home language: .....

Gender: .....

Parents Name: .....

Address: .....

.....

Telephone Number: .....

Key concerns (including main area of concern – communication and interaction / cognition and learning / behavioural, emotional and social/sensory and or physical):

.....  
.....  
.....

How will the Educational Psychologist be able to help?

.....  
.....  
.....

Form completed by:

Signed: ..... Class Teacher      Date:.....

Signed: ..... Parents      Date:.....

Date for Initial Meeting with Educational Psychologist: .....  
(If known)

Signed: ..... Student Support Coordinator      Date:.....

## Secondary School Student Support Policy

This document seeks to define the terms and state the various procedures, provision and responsibilities relating to Student Support within the Secondary School of the IST. In line with the School's mission statement, Student Support in the Secondary School of the IST aims to ensure that all students in the school are able to access the curriculum as fully as possible and are given every opportunity to further develop their learning skills and achieve to the maximum of their ability. As a school we recognise the importance of self-esteem and self-confidence for all students and seek to be supportive and friendly. We are especially attentive to this when working with students with identified needs as we see a positive self-image as absolutely essential to learning for these students. Student Support provision is not limited to Learning Support (or Special Educational Needs) but also includes English as an Additional Language provision. Gifted and Talented provision is delivered through the academic and pastoral systems in the school; however the Student Support Department may also be called upon to intervene in this area if appropriate and therefore this document also discusses this matter.

### Learning Support (or Special Educational Needs)

In the Secondary School of the IST learning support is provided for students who are identified by the Student Support Coordinator, in consultation with teachers and parents, to have specific difficulties that prevent them from fully accessing the curriculum; these may be difficulties relating to literacy, numeracy or emotional and behavioural needs or responses.

Students identified as requiring formal special educational needs intervention will be welcomed to and retain a place at IST in line with the school's admission policy and where it is believed that supporting those needs is within the school's ability. The school will not knowingly give a place to any student who we consider to be beyond our capacity to support, as to do so would be a disservice to that child. When a student applies for a place at the IST the student's parents must inform the school of any previously identified learning difficulties and also provide all relevant documentation relating to any difficulty, including any reports, evaluations or identified support programmes completed by any previous school. This information must be given to the Personnel and Student Information Manager who will pass it on to the Head of Secondary, Year Group Coordinator and Student Support Coordinator.

The Student Support Coordinator will ensure regular communication with teachers to monitor or, as the case may be, identify students with learning difficulties. This may be through written feedback or regular class or student support staff meetings as well as through regular contact with Year Group Coordinators and the Head of Secondary. Should a student be identified as potentially having a learning difficulty, the Student Support Coordinator will carry out all appropriate interviews and assessments, and if necessary call upon the services of external consultants or bodies (see below), to ensure the appropriate provision is identified and put in place, as far as possible.

In the Secondary School of the IST we believe that students with special educational needs generally make best progress through inclusion in the mainstream curriculum. Therefore students with special educational needs usually follow the same curriculum as their peers. It is expected that all teachers at IST are aware of any identified special educational needs students in their classes and ensure they are careful to support the needs and progress of these students in the planning and delivery of their lessons. The Student Support Coordinator will identify and put in place appropriate procedures for monitoring that all students with identified needs are supported appropriately in class. This will include the giving of guidelines and advice as well as checking student progress on a regular basis. On top of the usual differentiated curriculum to be expected in lessons, it may be that a student's needs have to be addressed through extra provision. Much of this extra support In the Secondary

School of the IST is within the classroom, through a teacher or the Student Support Coordinator providing support with basic difficulties in literacy such as reading, writing and organising ideas. Alternatively, at times students may be withdrawn from class for small group or individual work; this may be on one separate occasion or for a prolonged period of time. These arrangements are organised by the Student Support Coordinator.

In certain cases, where there is a need for more analysis or clarification concerning a child's needs, the Student Support Coordinator may bring in the services of external consultants who have experience of working with the school and understanding the issues that our students face when learning in an international environment. We currently work with an Educational Psychologist, whose work is mainly within school and who coordinates work with other psychologists or psychiatrists in the Toulouse area, and the School Doctor who carries out regular health checks and would normally ensure referral to external support agencies if necessary.

In the case of external examinations, the Student Support Coordinator will ensure that all the required evidence and paperwork is completed and available. A copy of all dispensation requests and authorisations must be made available to the Head of Secondary, the Examinations Officer and the IB Coordinator. Any dispensation for examinations should reflect the student's normal way of working in school (i.e. if extra time is requested this should be the case also for all formal internal assessments such as mock exams).

The level of support available across the school is dependent on staff availability and best use of the resources available is at the discretion of the Student Support Coordinator. The Student Support Coordinator will consult with teachers and, in particular, Year Group Coordinators in determining where needs are most required. The Student Support Coordinator will keep the Head of Secondary informed of the day to day organisation of learning support provision.

### **English as an Additional Language (EAL)**

Students are defined as EAL learners if they have a home language other than English and who are in the process of learning to use English as an additional language for educational purposes. EAL learners in the Secondary School of the IST come from a variety of language backgrounds. The aim of English as an Additional Language support in the Secondary School of the IST is to provide assistance for such students and tuition where necessary. Students needing EAL support are identified on admission.

Given the level of English language competence required to have access to the mainstream curriculum, we understand that EAL learning needs to be considered a long term commitment. Developing basic interpersonal communication skills can take up to two years, if there are no particular difficulties, whilst a more demanding level of academic language proficiency can take considerably longer to fully develop. Therefore commitment and motivation on the part of the student and parents are essential to enable them to undertake the workload required. This is communicated to parents and students on admission and is reiterated by teachers (in particular the Student Support Coordinator and Year Group Coordinators) as the student progresses.

In the Secondary School of the IST we believe that non first language speakers of English make best progress in the English language through immersion in the mainstream curriculum. Therefore EAL students follow the same curriculum as their peers. It is expected that all teachers at IST are aware that regardless of their subject specialism they are also language teachers. Teachers are therefore expected to ensure they are careful to support the linguistic progress of their students in the planning and delivery of their lessons.

Depending on the level of English language competency some EAL students may be provided with support within the classroom and some may be provided with one to one withdrawal support. The aim of this is to enable EAL students to access the mainstream curriculum independently and in a



manner that allows them to benefit fully from their education at IST. As with learning support provision the level of support available is dependent on staff availability and best use of the resources available is at the discretion of the Student Support Coordinator in consultation with teachers and, in particular, Year Group Coordinators. The Student Support Coordinator will keep the Head of Secondary informed of the day to day organisation of EAL support provision.

#### EAL Admissions into Secondary School – Grade 6 to Grade 8

There are no particular requirements regarding English language competence for entry into the Secondary School from Year 7 to Year 9. However given the language of instruction at IST is English it is always recommended that the student concerned should have well developed literacy skills in their first language and some previous exposure to the English Language.

#### EAL Admissions into Secondary School – Grade 9 to Grade 12

For entry into the Secondary School from Grade 9 to Grade 12 the student concerned should have well developed literacy skills in their first language and at least an intermediate level of English language competence (for example: Common European Framework Level B or First Certificate Level). It should be noted that sometimes it is recommended that students of Grade 11 age enter the school in Grade 10 in order to allow time for their level of English language competence to develop before taking on the International Baccalaureate Diploma Programme (this is referred to as a pre-IB preparation year).

Students in Grade 9 or 10 who do not have the level of language competence required for English Literature or First Language English at IGCSE level will follow either a differentiated programme within the existing classes or a separate programme in a small group or individually depending on the availability of teacher classes resources. These students may be entered for an IGCSE in English as a Second Language. The responsibility for organising these arrangements lies with the Curriculum Leader for English.

#### **Gifted and Talented (G&T)**

Since subject teachers have the academic knowledge and ability, Gifted and Talented provision is predominately subject based in the Secondary School of the IST. Students can be defined as gifted and talented in areas of their general intellectual ability, or their specific aptitude in one or more subjects, or by excelling in a particular skill. ‘Gifted’ learners are those who have abilities in one or more subjects in the curriculum other than Art, Music, PE or Drama. ‘Talented’ learners refer to those who have abilities in areas such as Art, Music, PE or Drama. These terms are used to refer to students who are, or have the potential to be, at a level significantly ahead of their peers. Identification of these students generally takes place through curriculum areas, but may also be through the use of baseline testing or the result of information provided by families or previous schools.

The Secondary School of the IST aims to provide teaching which makes learning both challenging and appropriate for each student’s level, ensuring they can achieve to the maximum of their ability. Enrichment or extension work is provided for identified students by teachers as part of the normal differentiated provision. The school will also seek to accommodate identified students in order that they may pursue and develop their strengths. As well as curriculum extension, such accommodations may involve such things as timetable adjustment or authorising absence for particular events or training sessions. The responsibility for the overall coordination of gifted and talented provision lies with the appropriate Year Group Coordinator with assistance from subject teachers, Curriculum Leaders and the Student Support Coordinator.

### **Transition from Grade 5 to Grade 6 within IST**

We aim to make the transition from Primary into Secondary at IST as seamless as possible for students. On top of the routine transfer of information and 'Moving Up Day' process that takes place, if there are any students in the Grade 5 class with identified needs (EAL, SEN or G&T) then the Head of Primary, Grade 5 class teachers and the Primary Student Support Coordinator will inform the Head of Secondary, the Secondary Student Support Coordinator and the Grade 6-8 Year Group Coordinator. In the summer term prior to the Grade 5 class moving up, the Secondary Student Support Coordinator and the Grade 6-8 Year Group Coordinator will meet with the Primary Student Support Coordinator and the Grade 5 class teachers to discuss the needs of all students transferring to the Secondary School who have been receiving Student Support (EAL, SEN and G&T). These students will visit the Secondary School to meet the Secondary Support Coordinator and the Grade 6-8 Year Group Coordinator. A meeting will also be arranged with the student's parents to ensure that all necessary information is transferred. Particular care will be taken to help any students receiving support who are experiencing anxiety during this transition period.

**Responsibility:** Principal / Head of Secondary / Secondary Student Support Coordinator

**Audience:** All Secondary Staff

**Issue date:** September 2009

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