



# THE ENGLISH SCHOOL OF MONGOLIA

Learning Support Policy

## **1. Rationale**

The English School of Mongolia (ESM) recognizes its responsibility to offer strategies dedicated to meeting the needs of students who have varying degrees of barriers to learning. It has been written with due regard to the Special educational needs and disability code of practice: 0-25 years published by the UK Government's Education and Health departments (January 2015), in so much as can be allowed for in our situation as an international school.

All teachers are teachers of additional educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. Therefore the 'Assess, Plan, Do, Review' approach to learning support sits well with current practice at EMS, as we are always discussing individual pupils and how we can best support them.

AG&T (Able, Gifted and Talented) and ELA (English Language Acquisition) needs are also covered by Learning Support at ESM. Teaching such children is therefore a whole school responsibility.

The values which underpin this policy are:

- Recognition of individual differences and support needed to progress in learning
- Development and progress can take place through the provision of appropriate support
- Continuous improvement in the quality of support provided.

The purpose of this policy is to outline the guidelines in admitting and supporting students with specific learning support needs. ESM, however, has limited resources to accommodate students with severe learning needs and as such consideration for acceptance is carefully considered. Admission to ESM is dependent upon the school programme being appropriate to the applicant's needs, and where the student is able to benefit from the curriculum. Once a student is accepted to the school, the staff are committed to guide and assist the student with learning difficulties, to have equal access to the curriculum.

## **2. Support Structure**

The support structure is designed to provide good supervision to students with learning support needs. Teachers, Subject Heads, TA's and SENCO/Inclusion Manager meet frequently and ensure the school has a responsive approach to learning provision, appropriate to the needs of our students.

We recognise that there are four board areas of need to be planned for:

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

**A learning difficulty** is when a student is having difficulty in one or more area of learning, but who have the intellectual capacity to meet all curriculum and assessment requirements. A difficulty is usually temporary but can take several years to improve. However, the difficulty will eventually go away over time, with appropriate and intensive classroom intervention.

**A learning disability** is an unconditional definition based on diagnosis. This means a student is having difficulties within the classroom because these difficulties are caused by a disability, which is lifelong and persistent, and does not respond easily to intensive educational intervention.

At registration, parents must inform the school of assessments, evaluations, or assistance a student has received in previous school or privately.

Students in the IGCSE/ DP programmes are required to undertake external summative assessments. Should extra time be needed for these assessments, the school follows International Baccalaureate/CIE guidelines and the SENCO/Inclusion Manager would be responsible for all assessments, documentation and accessing the necessary provision for students.

Students with learning disabilities should receive achievement scores. Assessments may be differentiated but not modified. Students need to show the full understanding of the learner outcomes/objectives, but they may do this through different types of assessments,. Modification means to change the learner outcomes/objectives so the students can ‘pass’ the work. In other words, to modify or make the content easier for the students to pass. ESM will not modify assessments. The school follows official IB/JCQ guidelines on assessment.

### **Learning Support/ SEN Register**

All children with Learning Support needs are entered on the Learning Support Register, with the area/s of need clearly identified. The level of need is identified as ‘monitor’, ‘support’ or ‘SEND’, ensuring that SEND is only entered where the term applies. This reflects our staged approach and helps to ensure all needs be met. A child is described as SEND if s/he has a diagnosed SEND or has been referred on for diagnosis.

Whilst ESM does not generally use ILPs, we would do so if needed for children with a statement of educational need (SEN). Looking at developing a ‘To support my learning I need...’ system for children requiring Learning Support. These are agreed with the pupil and parents,

then stuck in the pupil's exercise books/planner. This serves as a reminder for teachers of support strategies for that pupil and gives the pupil a voice to request the support if it is not in place. This records support for pupils. This will link in to the new assessment and reporting system. SMART targets are tracked and evaluated a minimum of three times each academic year, using the Assess-Plan-Do-Review model.

### ***Exit from Learning Support***

A student makes the transition from the learning support programme when they attain an appropriate level of success in their regular classroom and no longer require pull-out and or/in-class support. Before any final action is taken, a meeting is scheduled with the parents.

### **5.1 English Language Acquisition (ELA)**

When a student's mother tongue is not English (academic language of the school), language acquisition does have an effect on the student's learning. For students with English Language Acquisition (ELA), it can mirror traits of various learning disabilities. However, since acquiring a language is only a temporary process these traits will go away. Therefore, these traits are not disabilities.

Students who have ELA cannot be tested for Special Exam Arrangements until they have been in the English School system for at least two years but they are automatically provided with a dictionary and 10% extra time in all examinations with the exception of English.

### **5.2 Parents and Learning Support**

At ESM we recognize the importance of parents of students with barriers to learning

- a. Parents of students with barriers to learning will be expected to collaborate with the school in assuming joint responsibility for addressing their child's specific learning need. This includes ensuring that their child makes full use of the educational support programs.
- b. In return they will be consulted, regularly informed and at all times encouraged to actively support their child's learning

### **5.3 More Able Pupils**

We aim to challenge all pupils. More able pupils will be identified, added to the Learning Support register and receive differentiated work in respective curriculum areas as well as being given the opportunity to develop higher order thinking skills and open ended investigative work.

### **6. Related Documents**

- Assessment Policy
- Admissions Policy
- Language Support Policy
- Feedback and Marking Policy
- Staff Handbook