

INTERNATIONAL SCHOOL OF HELSINGBORG

Special Educational Needs/Learning Support Policy

Goal:

That every student becomes a confident, self-assured enquirer on the path of life-long learning, through a curriculum that is accessible to all.

We aim to do this through:

- creating a school in which each child feels happy, secure and valued
- providing a caring, stimulating environment in which each child feels confident and in which he/she will learn to become an independent, creative thinker with a lively and enquiring mind
- encouraging each student to reach his/her full potential intellectually, socially, emotionally and physically
- equal opportunity for all students regardless of differences of race, gender or disability
- providing a broad balanced curriculum which is accessible to all
- sharing with the parent a common aim, the development of their child
- each parent taking an active and supporting interest in their child's school life

The International School of Helsingborg recognises four areas of need which are often inter-related:

- a) communication and interaction
- b) cognition and learning
- c) behaviour, emotional and social development
- d) sensory and/or physical

Learning Support Policy:

- The curriculum, teaching methods, resources and expectations of the school will take into account the wide range of capability, prior learning and different learning styles of the students.
- The responsibility for the learning needs of each student rests with all of the student's teachers, supported by the principal, vice-principal, relevant coordinator, parents, learning support teachers, nurse and psychologist.
- Learning support will be in the form of assistance and support in or outside the classroom, individual or group, depending on what meets the best interest of the student.

Admission/screening:

- All new students will be tested to see if language support is needed through ESL (English as a Second Language) or SSL (Swedish as a Second Language). Parents will be informed if this support is needed.
- The former school of every new student will be asked to forward any details of learning needs support provided, in addition to all appropriate testing results that are available.

Identification Procedure:

- A teacher's personal observation of the student's performance may be the first method of identification of Learning Needs. This is followed up by:
 - a) completion of a 'Student referral for assessment form'
 - b) consultation with the student's other teachers, coordinator, learning support staff, nurse and administration.
- If it is determined that Learning Needs support is required, the parent(s) will be informed and appropriate diagnostic testing will be carried out by the special educational needs (SEN) teacher with the approval of the parent(s).
- Following testing, a student requiring Learning Needs support will have an Action Plan prepared which will be finalised at a special meeting of the student, parent(s), relevant teacher, coordinator (if necessary), class teacher (in MYP, if necessary) and special educational needs (SEN) teacher.
- If further testing is needed it will be recommended during that meeting. The school psychologist is contacted and the process of getting a statement for the child is started.
- The progress of the student will be assessed regularly and the programme reviewed and evaluated with dates of target achievements recorded on the Action Plan. The results will be discussed with the student and parents at the next meeting and a new Action Plan completed, if necessary.

Types of assistance that might be given to the student:

- Learning support in or outside the classroom, individual or group
- Adjustment of assignments to meet that student's level
- Organisation of seating arrangements in the classroom to achieve optimum concentration
- Goal sheets where the student receives a star for meeting a goal
- Extra work set for practice that parents can assist with at home
- Contact logs set up so that parents and teacher can be in regular contact
- Assistance in remembering to write homework down
- Re-teaching of a skill while other students are working on an assignment

Learning Support Philosophy

Learning Support is concerned with students:

- ISH recognises that students have different learning styles and it will provide appropriate teaching, within its resources.
- It is the responsibility of the school to recognise and diagnose students with specific learning problems and to provide an Action Plan for these students.
- Learning support may take place in class, individual or group. However if a child has a special educational need that requires additional support this will be provided.

Learning Support is concerned with teachers:

- All teachers have a role to play in supporting students who have special learning needs.
- We, at ISH, believe in building on the strengths of each child. This will enhance the student's self esteem, an important pre-requisite for learning success.
- The school recognises that a teacher's understanding of learning differences and language developmental needs leads to more effective and imaginative learning for the whole class.
- We create environments where all students are accepted for their differences and provide them with the opportunities to excel.

Learning Support is concerned with parents:

- Parents will be consulted, kept informed and actively encouraged to support their child's learning. They are seen as partners and as such are expected to cooperate with the school in assuming joint responsibility for addressing the student's learning needs
- Parents will be invited to a special meeting if learning support is being organised for their child
- Parents should provide, on admission, any relevant information which will help the school organise the most appropriate programme for the student
- Parents are responsible for ensuring that their child regularly attends school and makes full use of the educational support programme that has been arranged by the school and mutually agreed to by the parents

Learning Support is concerned with programmes:

- It is the aim of the school to integrate all students into the mainstream classes where they will receive appropriate teaching and support
- Teaching programmes and styles should reflect the wide range of abilities and language levels present in most of the classes

TEAM **T**ogether **E**ach **A**chieves **M**ore