



LEARNING DEVELOPMENT POLICY

Rationale

In line with the School's Mission Statement, *the school puts the individual's needs and potential as the core of its aims*; all Oporto British School (OBS) students are encouraged and supported to achieve their personal best. The School caters to individual learning styles by providing rich learning experiences as well as effective support provision. Our overriding approach to Learning Development is centred on the early identification of a student's needs and targeted intervention. This is achieved through collaborative planning involving teachers, parents and the students along the learning continuum. Learning Development (LD) in the Primary and Secondary sections of the School assures provision for students with Special Educational Needs (SEN), English as an Additional Language (EAL), Able, Gifted and Talented (A,G&T), Emotional and Well-Being concerns and general difficulties in literacy and numeracy.

Identification of Students Requiring Additional Support

Identification of students requiring Learning Development support can be achieved by:

- information passed on from feeder nursery schools and preliminary contacts made by the School's teachers
- information received from parents/guardians (or 'carers') of the student;
- recommendations and observations from transfer documents from previous school
- evidence from class or subject teachers and assistants, who are in an excellent position to observe and assess each student's progress. Their experience and expertise should be used to make professional judgements as to the possible need for additional assistance
- tracking and monitoring data in the School's baseline testing and assessment reporting system
- carrying out formal diagnostic testing to identify Special Learning Disabilities, CEFR Language Ability Levels, Cognitive Ability for High Achievers and Emotional/Well-Being Assessments (PASS). In addition to school-based testing by LD Coordinators and the School Educational Psychologist, the School may also seek the involvement of a professional from an external agency (e.g. an educational psychologist, speech therapist, occupational therapist, Gifted and Talented Associations etc.), who would undertake formal assessment and provide feedback, both as to the nature of the learning need and strategies to adopt for successful provision

Provision Procedures

All teachers in OBS consult the LD Support registers available on the School's shared drive to be aware of past and present provision for students with specific learning needs. The registers are updated on a termly basis. Responses to LD support are organised in the following way:

First response: The general education classroom offers a high-quality learning environment that nurtures all students with a focus on high-end learning opportunities. The classroom teacher assesses individual student needs, identifies student needs, identifies targeted goals,

monitors data on students' progress and uses this data to inform instructional strategies. The classroom teacher, in collaboration with teaching assistants/TLAs, is responsible for support and differentiation.

- If the classroom teacher deems additional LD provision is warranted, a Learning Development Referral form outlining concerns/enrichment possibilities is sent to the relevant LD coordinator.

Second response: Individuals/Small groups work within the classroom where additional support is provided by the teacher working with the TLAs/LD Coordinator. Parents will be informed of the nature and amount of additional support.

Third response: More intense and individualised services are provided to meet the needs of the student and are documented in an Individual Learning Plan. Procedures may include:

- Meetings with student and his/her caregivers to elaborate a student profile from which to elaborate student strengths, interests, preferred learning styles, SMART goals, strategies and outcomes. This profile will be shared with classroom teachers, TLAs and relevant Academic Coordinators
- Confirmation and description of special access arrangements
- Elaboration of curriculum modification/adjustments
- Contact with external specialists to garner knowledge of and resources for the student's learning needs
- Establishing a timeline for assessment of progress and feedback to stakeholders in the Individual Learning Plan
- Reappraisal of provision arrangements.

Communication

All LD reporting on students from external agencies, internal testing, feedback from support providers and meetings with caregivers will be made available to relevant staff. All meetings with outside agencies will be minuted and kept confidentially for consultation. Each student on the Learning Development Team radar will be annotated on the LD register. This will ensure that information gained from collaboration with teachers, students and parents will be able to be accessed to support learners in their journey through the school.

Review and Evaluation

In the first instance, the Coordinator(s) of Learning Development will be responsible for the monitoring and review of this Policy every three years. The LD Coordinator(s) will consult Academic Coordinators and Heads of Department; recommendations will then be provided to the Heads of Section and School Principal.

January 2018

Review: January 2019