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Location
Chesières, Switzerland

> Primary Learning Support Policy

La Garenne International School

Learning Support Philosophy

“If a child cannot learn the way we teach, maybe we should teach the way they learn.”

Ignacio Estrada

In line with the Framework for Action on Special Needs Education adopted by the World Conference on Special Needs Education in cooperation with UNESCO in Salamanca in 1994, La Garenne agrees that :

“Special needs education incorporates the proven principles of sound pedagogy from which all children may benefit. It assumes that human differences are normal and that learning must accordingly be adapted to the needs of the child rather than the child fitted to preordained assumptions regarding the pace and nature of the learning process. A learner centred pedagogy is beneficial to all students and, as a consequence, to society as a whole.”

Definition of Learning Difficulty

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or inhibits them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two and over, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

A child or young person **does not** have a learning difficulty or disability solely because the language or form of language in which he or she is or will be taught is different from a language or form of language which is or has been spoken at home.

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We pride ourselves on being able to support students with mild to moderate learning needs as well as students who are gifted. Classroom teachers are sensitive to the needs of individual students and work closely with a Learning Support teacher to help identify, support and monitor children who may require additional support or extension and challenge. We strive to enable students to become independent learners and enhance the self-esteem and self-image of the learner.

The Learning Support Department in La Garenne is open to all students, including EAL learners, as well as students with diagnosed learning difficulties. Early intervention plays a vital role.

At La Garenne we aim to:

- enable students to become independent learners and to monitor their own progress
- develop self-esteem and positive attitudes about school and learning
- assist students to participate in the appropriate curriculum for their age
- provide additional teaching and support
- involve parents in supporting their children through effective communication
- promote collaboration amongst teachers in the implementation of whole-school policies on learning support for students
- develop appropriate individual teaching programmes
- intervene at the appropriate time in order to enhance learning and reduce difficulties in learning
- give all students strategies to reflect on the way they learn and approach their difficulties with creativity.

Management of Learning Support

The Learning Support Coordinator is Eurgain Vinatier. The Primary Learning Support department is managed by Heather Minton who has a Level 7 qualification. Her role is to identify the students who have additional needs and coordinate their support in collaboration with the school Director, Grégory Mean, Head of Primary, Danielle Allard and Eurgain Vinatier.

Some students who receive support by the Learning Support Department will be charged, depending on their needs. In a situation where a student needs significant support such as an in-class support worker, parents are made aware and invoiced accordingly.

Delivery of Learning Support in the Primary School

High quality, differentiated teaching is the first step for students with learning difficulties and/or EAL and support may be offered by the Learning Support teacher to classroom teachers in the first instance with regard to adaptations in the classroom setting.

Learning support is overseen by the Learning Support Coordinator in the Primary Section, however, day-to-day teaching of all interventions in the Primary Section is delivered by

Heather Minton. In addition to the teachers' job description in the Teacher Handbook, the Learning Support teacher is responsible for:

- creating and managing Individual Education Plans (IEP), Behaviour Plans, targets and student passports for students;
- working with the Head of Primary to provide staff and parents detailed information about the students' progress and academic and learning difficulties;
- setting up classroom support and assessment accommodations;
- screening students who might require intervention through observation, reference to student files, gathering information from teachers;
- providing support in a variety of different settings both in class and withdrawal, based on need, including short term, small group interventions;
- teaching students in 1:1 or small group settings;
- coordinating the Study Skills programme and Personal Project.

Learning Support Decision Making

The Head of Primary and the Learning support teacher discuss all students referred to them and decisions are made with input from the classroom teachers .

Admissions

In accordance with the admissions policy, all new students are required to inform the school of any learning difficulties. Students new to La Garenne may be referred to the Learning Support teacher and admitted into the Learning Support programme based on previous school records and specialist reports which have identified specific learning difficulties. If existing records and reports are insufficiently detailed, the school may ask that additional assessments take place. The Head of Primary is part of the Admissions Team and reviews all applications to the school.

The Learning Support teacher may advise not to offer a place to a student if it is felt that their needs cannot be met, for example a student whose physical disabilities may make full participation in the curriculum difficult. A lift is available but not all areas of the school are accessible.

In-School Student Referral

Classroom teachers may refer a student to the Learning Support teacher who will conduct a series of classroom-based observations. Parents will be contacted at this point. Students who are on the Learning Support Register are also discussed at weekly academic staff meetings where teachers are able to voice their concerns and flag any new students.

All students on arrival in the Primary Section are screened using the GL Ready Lucid Rapid assessment which identifies difficulties in phonological processing, auditory working memory and phonic decoding (for students aged 8 and over) or integration of visual memory skills (for students under 8 years). If difficulties are flagged at this stage, further testing is undertaken depending on the age of the student, using CoPS or LASS. Intervention, either 1:1 or small groups, is then formulated from the results of the screening.

Any EAL learner needs are also assessed. All Students are screened for Irlen's Syndrome within six weeks of arriving at La Garenne.

Learning Support Register

All information about a student's learning needs can be found on ISAMS and on the Learning support website. All appropriate records are reviewed and updated regularly. Teaching staff do not have access to the Psychological Educational report. The Learning Support teacher and Head of Primary ensure that all teaching and boarding staff are kept up to date with any relevant and changing information regarding a student, by weekly meetings.

All teachers have access to the Learning Support website where they can find the learning support register, strategies to be used with individual students, general strategies and video clips, IEP's and referral forms.

Provision

- The learning support teacher assesses each case individually and provision can range from 2 x 45 minute sessions (1:1) a week up to 5 x 15 minute sessions a week depending on the severity of the learning needs.
- Learning support in class varies according to the needs of each student and may involve in-class support.
- Intervention groups relating to Fine Motor control, Memory, Listening Skills, EAL support and Maths are offered for any Primary students who have been identified as needing short term support. These sessions are usually 3 x 20 mins per week and are intended to last for around 6-8 weeks. Needs are re-evaluated regularly and students may be added or removed from the groups depending on their needs.
- All teachers differentiate according to the needs of the students.
- Gifted students are identified through Lucid Rapid testing and, for Year 6, CAT 4 assessments, as well as through class teacher observations. Following this they receive 20 minutes of small group intervention once a week working with the Learning Support teacher. They also receive 15 minutes of activities to complete independently each morning (Higher Order Thinking & Executive Functioning) and optional homework that includes activities on Literacy Planet.
- Talented students are identified through the admissions process, on entry, or through conversations after entry. Students are then encouraged to join specific after school clubs or, in the case of music, private lessons are arranged with the consent of parents.

Individual Education Plan/ Behaviour Plan

An Individual Educational Plan (IEP) or Behaviour Plan is created for each child receiving learning support if they have diagnosed learning difficulties. Parents are informed of these plans and are asked to be involved in the process. The student will also take part in the planning of the IEP/Behaviour plan. Parental permission is always sought before any student receives learning support.

An IEP may include:

- Strengths/weaknesses, functional limitations
- Present level of performance in school
- Measurable termly and annual goals
- Lessons with the Learning Support teacher
- Referral to external support and assessment
- Assessment results
- Diagnosis (if one has been made)
- A statement of any individual accommodations

Student progress is monitored by the classroom teacher and the Learning Support teacher. The IEPs and Behaviour Plans of students are evaluated in September, December and April each year. When a student is identified as having learning difficulties, an IEP will be completed within six weeks.

Criteria for Exiting the Learning Support Programme

- Students may stay on the learning support register after they no longer receive weekly support. In this capacity, they are listed as 'monitored' on the register, with teaching tips being available to subject teachers.
- Before a student is removed from the register the amount of intervention is gradually decreased, as outlined in the IEP.
- A student is only removed from the register with agreement from the class teacher, Learning Support teacher, the Head of Primary, the student and their parents.
- Students no longer on the register may receive support in other ways, for example, short term intervention groups.
- Students with Learning Difficulties not receiving intervention, for example, ADHD will stay on the register under the 'monitored' section.
- If a student moves to another school any relevant documentation, for example, IEPs/Behaviour plans will be passed on to the new school once parental permission has been agreed.

Resources

- The Learning Support department has a yearly subscription to Nessy reading.
- There is a full range of resources stored in the Learning Support room in Room 7 and class teachers are encouraged to use these.
- Class teachers also have access to books relating to learning difficulties in the Learning Support room and the school library.
- Resources are reviewed annually and updated when necessary.
- All staff are encouraged to use the information provided for them on the learning support website, which includes materials relating to Learning Support,

- The Learning Support department is on the first floor. It has furniture designed for the different ages of the students in the Primary School and can be used for 1:1 sessions, small groups or break out groups from mainstream lessons.
- Coloured paper is available next to the photocopying machine as well as lined, squared books for students who have Irlens' Syndrome.

Specialist referrals

The opinion of outside specialists - psychologist, occupational therapist, speech and language therapist - is sought when necessary and with the parents' permission. The school works closely with a team of local bilingual specialists at [Cap'cham Villars](#).

Payment of all costs for specialist testing by outside agencies is the responsibility of the parents. The school will assist in the communication between the parent and the therapist. Although the results of specialist testing are the parents' property, it is in the best interests of the child if all information from outside agencies is shared with the school.

The Primary section also has links with Irlens specialists who are able to provide tinted glasses if requested by the student and their parents, as well as an online Speech and Language Therapist.

The external agency must be approved by the school before any evaluation or assessment can take place.

Communication

There is regular communication between the Learning Support teacher, Head of Primary and parents. As a school we endeavour to have an open and trustworthy relationship with all parents. The school seeks parental consent before any referrals are made. The school aims to meet with the parents of any student who receives learning support at least once a term to discuss the students needs and development.

Storing and Managing Information

The Learning Support teacher is responsible for storing and managing documents relating to students with learning difficulties . Electronic copies of any confidential documents are stored within iSAMS . Only the Learning Support teacher, Admissions Team and Head of Primary School have access to these documents. The Learning Support teacher makes a summary of these documents and the information is then provided for class teachers on iSAMS. Class teachers are asked not to print off sensitive or confidential information. Other information relating to the students is kept in the Learning Support department in a locked cupboard and the Learning Support teacher is responsible for the key. It is recognised that some reports can contain sensitive information and appropriate training is required to have a full understanding of the results.

Monitoring and Evaluation of Learning support provision

- The Learning Support policy will be reviewed in September 2022.



Training Opportunities for Learning development and Inclusion

- The Learning Support teacher will attend seminars and CPD courses, when available, in order to update and revise the current trends and developments in Additional Needs Education and Inclusion.
- The Learning Support teacher will remain informed about such development through the means of regularly reading current educational articles and visiting dedicated websites.
- The Learning Support teacher will facilitate in - house training via staff meetings.

Consulted documents

La Garenne Admissions Policy

The Salamanca Statement and Framework for Action on Special Needs Education