

<b>The British International School Istanbul Learning Support Policy</b>
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**Aim**

The British International School Istanbul has a dedicated Learning Support (LS) Department that is committed to supporting students to reach their full academic potential. BISI recognises the pivotal role our LS department plays in the education of students with Special Educational Needs. The LS department works with teachers, parents and external specialists to help students understand strategies and concepts that students need in order to support their learning.

LS at the BISI is a shared responsibility of all teachers, parents/guardians and students. We value the importance of all members of the team and strive to work together to support the students in their whole environment.

**The Learning Support Department (LS) – Staff**

The LS Department at BISI consists of the following staff:

<b>Mr. Richard l'Anson</b> –	Director of Learning Support
<b>Mrs. Agnieszka Hügel</b> –	Head of Learning Support
<b>Mrs. Bridget Reed</b> –	Learning Support Teacher

**LS Provision**

The aim of our LS provision is to ensure students receive support in accessing the curriculum and/or an appropriately modified curriculum, as well as ensuring liaison and coordination between the LS department and other adult participants in the students' learning. In order to achieve this, the LS department will:

- Collect evidence and administer assessments according to student's concerns/needs at school by conducting observations, collecting and following up Focus of Concerns (FoC), referring families to relevant qualified specialists, if appropriate.
- Design personalised IEPs, with the support of teaching staff, parents and respective specialists, if relevant.
- Write SMART<sup>1</sup> targets focused on students' educational need;
- Provide lessons focused on learning strategies and/or remedial support.
- Assist with accommodations required for standardised tests and examinations where possible.
- Support student's learning through booster sessions, if staff available.
- All LS related documents are reviewed on a termly basis.

In order to qualify for LS support as well as accommodations for standardised exams/tests, the school requires a valid report from a relevant qualified specialist<sup>2</sup>. The validity of such a report is 2-3 years, unless otherwise requested by the LS department or IGCSE/IB Officer, due to behavioural and/or emotional changes or changes of student's academic performance. Individual cases will be discussed within the LS Department, relevant teachers and specialists.

**Accommodations for standardised tests/exams, IGCSE and IB Examinations**

In cases of learning difficulties, medical/health issues, physical/emotional/social difficulties an assessment is required to be administered by relevant qualified specialists (e.g. Independent Educational Psychologist, Physicians, Occupational Therapists, Speech Therapists, Physiotherapists.).

BISI will endeavour to comply with all accommodations recommended within these reports, however, BISI may not be able to facilitate all recommendations.

**Progress**

- Individual Educational Plans (IEP) show a structured timeline to monitor student progress with LS and classroom-based goals.
- IEP targets will be reviewed termly or unless otherwise required.

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<sup>1</sup> SMART = S - specific, significant, stretching. M - measurable, meaningful, motivational. A - agreed upon, attainable, achievable, acceptable, action-oriented. R - realistic. T - time-based.

<sup>2</sup> e.g. Independent Educational Psychologist, Physicians, Occupational Therapists, Speech Therapists, Physiotherapists.

- IEP targets to be monitored by LS staff in coordination with teachers and specialists relevant to each student.

### **LS Procedures**

The LS department maintains a school register of all students placed within the LS Procedure. The electronic Register is updated on an ongoing basis to show changes in student placement.

The LS Department is constantly updating the Tracking/Planning sheets online.

### **Identification process:**

- Relevant teachers identify the student who is experiencing difficulty/difficulties.
- Consult the student's administration file to ensure all relevant information is known.
- When appropriate, discuss any difficulties in learning with the student and find out, from their perspective, what the school could do to assist.

### **In EYFS and Primary School**

- Class Teacher (CT) to gather information and feedback from specialist teachers as well as parents (e.g. home routine, medical check-ups such as eye-sight, hearing) prior to contacting the LS department.
- CT to meet the parents to discuss concerns and notify them of differentiated strategies in the classroom and to inform parents that the LS department will be contacted to discuss the next steps. At the meeting, the CT must avoid suggesting a possible diagnostic impression.
- CT to fill in a Focus of Concern Form stating differentiated strategies used and their outcome, including feedback from subject teachers and anecdotal notes. Evidence of difficulties must be submitted along with the FoC Form as well as a detailed observation form. Both form to be sent electronically to the Head of LS department.
- LS Department may arrange observations for the student of concern in different environments, if applicable, and feed back to the CT.
- LS Department may administer internal assessment/s to ascertain student's cognitive and academic profile, unless the student has been assessed at Admissions. For concerns related to other aspects of need such as, social/emotional/behavioural and/or physical, the Learning Support Department will refer parents to relevant external Specialists.
- LS Department to arrange a Parent Meeting. Parent, CT and LS staff to attend the meeting, if applicable, to discuss the concerns related to the student's attainment and next steps.
- If parents agree for their child to be assessed, the LS department will provide a list of independent, qualified contacts, who practice in the Istanbul area or abroad, if applicable.
- Based on the outcome of the professional's report, LS support, modifications of curriculum and/or accommodations for exams will be granted or not.
- Should parents decline a recommended assessment, the student might be considered for Booster Sessions at the discretion of the student's class teacher and Learning Support (LS) staff. The student's name will remain on the LS Focus of Concern Register and be shared with future teachers.

### **In Secondary School**

- Key Stage Coordinator (KSC) will gather information and feedback from subject teachers and parents (i.g. home/study routine, medical check-ups such as eye-sight, hearing) prior to contacting the LS department.
- KSC or subject teacher(s) to meet the parents to discuss concerns and to notify them of differentiated strategies initiated in the classroom. To also inform them that the LS Department will be contacted to discuss the next steps. At the meeting, the KSC or subject teacher(s) must avoid suggesting a possible diagnostic impression.
- KSC to fill in a Focus of Concern Form stating differentiated strategies used and their outcome, including feedback from subject teachers and anecdotal notes. Evidence of difficulties must be submitted along with the FoC Form as well as a detailed observation form and CAT tests results (if applicable). All forms to be sent electronically to the Head of LS department.
- LS Department may arrange observations for the student of concern in different environments, if applicable, and feed back to the KSC.
- LS Department may administer internal assessment/s to ascertain student's cognitive and academic profile, unless the student has been assessed at Admissions. For concerns related to other aspects of need such as, social/emotional/behavioural and/or physical, the Learning Support Department will refer parents to relevant external Specialists.
- LS Department to arrange a Parent Meeting. Parent, KSC and LS staff to attend the meeting, if applicable, to discuss the concerns related to the student's attainment and next steps.

- If parents agree for their child to be assessed, the LS department will provide a list of independent, qualified contacts of relevant qualified specialists who practice in the Istanbul area or abroad, if applicable.
- Based on the outcome of the professional's report, LS support, modifications of curriculum and/or accommodations for exams will be granted or not.
- Should parents decline the recommended assessment, the student might be considered for Booster Sessions at the discretion of the student's relevant teachers and Learning Support (LS) staff. The student's name will remain on the LS Focus of Concern Register and be shared with future teachers.

### **Booster Sessions**

Our Learning Support Department may offer, upon staff availability, additional Booster Sessions in consultation with class teachers.

Additional support offered by TA's, guided by LS staff, may be provided upon staff availability.

If parents decline the recommended assessment, the students may receive Booster Sessions from a Learning Support teacher, other teachers or teaching assistants, where possible.

- Regular consultations between LS department and CT/KSC will take place to discuss different teaching strategies and differentiation for the student(s) who may or may not receive Booster Sessions.
- Based on the decision made, LS department, CT and/or KSC to decide level of support needed.
- Relevant staff will develop targets for the student based on the identified needs.

### **Booster Sessions could include the following:**

- Booster Sessions for small groups or 1:1 sessions (targeting English, Mathematics, subject specific needs or behaviour issues).
- Push-in sessions.
- Booster Session students will have targets set out by the LS staff in collaboration with CT/relevant teachers/professionals. The progress will be recorded and revised on a regular basis and the parents will be informed.

### **Shadow/support teachers**

- A contract frame to be agreed between school, parent and shadow teacher and signed between all parties
- Curriculum to be provided by the class teacher in cooperation with LS staff