

LEARNING SUPPORT POLICY AND PROCEDURES

**To include:
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)
SPECIAL EDUCATIONAL NEEDS (SEN)
MORE ABLE**

Policy

Sherborne International recognises that all students are individuals, who work in different ways at different levels and who are encouraged to develop their own learning styles. Non-native speakers of English have linguistic needs which must be borne in mind when considering academic progress. As with all learners, a proportion of those EAL learners may be identified as “More Able” [formerly known as Gifted and Talented] or as Special Educational Needs (SEN). Care must be taken when identifying such students to allow for normal language acquisition problems, cultural shock and different prior educational methods in their own countries.

It is normally advisable for a student to be allowed to settle for six months at school in the UK before an assessment is made for SEN, unless there are very clear indicators and background information to suggest a specific need. If a student’s English is below intermediate level, the results of language-based standardised tests may not be reliable as they are compared with results of English-speaking students and this may also be an important factor when choosing the best time for assessment.

Whole school approach

The following approach is of benefit to all EAL students, including “More Able” students as well as those with SEN. It enables many students to have their needs met without extra support, but provision for that additional support is described later in this document.

- Initial EAL-specific testing and setting according to linguistic level.
- Small class sizes (maximum 8 students).
- Regular student monitoring including individual tutorials.
- Encouragement of cross-cultural understanding, promoting mutual respect and racial harmony.
- Specialised teaching staff who are either/both trained and/or qualified in teaching English as an Additional Language irrespective of the subject they teach.
- Boarding staff who are also trained or qualified to understand EAL need and develop student confidence.
- A newly-appointed teacher programme for every member of staff which fully involves the EAL department, irrespective of the new teacher’s subject specialism or prior teaching experience.
- Sympathetic understanding from all staff, particularly in the first few weeks.
- Specially designed educational material, including worksheets, a subject-specific vocabulary book, greater emphasis on language explanation/development in the lesson (*See Appendix 1 for General recommendations for teaching*).

MORE ABLE

Sherborne International recognises that the introduction of international students to the UK education system, particularly a boarding one, can be challenging. There are many reasons for this but the main ones are as follows:

- Linguistic difficulty
- Differences in teaching and learning style
- Differences in academic level, gaps in subject knowledge or indeed the subject not being previously studied
- Cultural differences leading to difficulties settling into English boarding school life, coupled with the difficulties of being far away from home.
- Intensive courses which stretch even the more able.

Taking these considerations into account, the School believes that for the vast majority of students, achieving academic success in what is often a one-year stay at the School is often sufficient to stretch the most capable of students. However, the School does accept that there are occasions when extra provision needs to be made for children we see as particularly gifted and talented and does so in the following ways:

- Providing extra subjects in addition to the normal curriculum – ie an additional language such as French, Spanish or Latin. Similarly English Literature is offered for able English speakers in order to provide further opportunity for academic development. Students who are particularly competent in English will be entered for IGCSE First Language English.
- Studying at a higher level than would be normally expected at a particular age in a particular subject – eg higher level EFL or mathematics examination (eg First Certificate English or GCSE Mathematics in Year 9, Year 10 students taking GCSE Mathematics and Year 11 students taking Further Mathematics).
- Differentiation within the classroom to provide regular opportunities to extend learning and understanding.
- Attempting other examinations and challenges such as the Intermediate Mathematics Challenge, the Physics Challenge, the European Computer Driving Licence and individual Advanced modules in word processing, spreadsheets, databases, presentations – as appropriate to the student.
- Individual music lessons leading to qualifications, performance in the twice-yearly Sherborne International concerts and/or integration into Sherborne Schools' Orchestra.
- Extra sports tuition and integration into Sherborne School teams as appropriate.
- **Other extra curricular activities and Duke of Edinburgh Award Scheme.**

Responsibilities:

1. The Learning Support Co-ordinator prepares and maintains a register of More Able students. This will be stored on ISAMS.
2. Teachers and Heads of Department keep the Learning Support Co-ordinator informed about who should be on the register and what the department are doing to ensure that the students get the appropriate stretch/extension.
3. Heads of Department ensure that staff in their department are aware of and have a sufficient array of extension activities.
4. Heads of Departments monitor delivery within their department.

5. Vice Principal to monitor points 1-4.

SPECIAL EDUCATIONAL NEEDS

Sherborne International acknowledges that some students may have academic problems beyond those which can be attributed to linguistic difficulty, culture shock or a differing teaching methodology in their own country. Such problems are highlighted by

- Parental request
- Information received on entry of prior knowledge of learning difficulties, either from parents or previous school reports
- Monitoring of students' work highlights a potential issue
- Indicators of SEN (*See Appendix 2*)

When a situation arises which needs further investigation, the Vice Principal and Learning Support Co-ordinator will discuss the best way forward with the Head of Year, Head of House, teachers and boarding staff.

The school is unusual as it takes students from abroad only, all are EAL and many stay only for one year. We regard the Code of Practice, 2015 as best practice and try to apply it as best as we can within our particular context.

As appropriate, the following procedures will be put in place:

1. Send the parental questionnaire to find out about the student's medical, developmental and educational history in his/her first language
2. Provide parents and guardian the information on Special Educational Needs to help them understand the range of difficulties and support available. (*See Appendix 4*)
3. Collect teachers' and boarding staff's observations on the student.
4. Contact parents in order to request further information and seek permission for an assessment with an Educational Psychologist or an SpLD-qualified teacher. (Educational Psychologists' appointments often have to be booked months in advance.)
5. With consent of parents, provide assessor with all collated data from above sources in order to contribute to a more thorough assessment. A formal assessment only provides one snapshot of a student's ability on that day. With EAL students, non-verbal testing and observational factors noted over a period of time carry more weight, because of potential problems with understanding language-based tasks. However, standardised literacy tests can be useful indicators of need.
6. Providing parents agree for the school to receive a copy of the report, then on its receipt, draft a Pupil Passport, taking account of the student's expected language progress.
7. Minuted meeting of all teachers concerned to finalise best approaches and recommendations for Pupil Passports.
8. Extra support (e.g. individual lessons) to be set up as required with parental agreement. Guidance to be given on the focus of the teaching programme.
9. Discussion of Pupil Passport with the student.

10. Pupil Passport to be distributed to staff and an adapted version to the student/parents.
11. The most up to date pupil Passport will be **securely** stored on ISAMS.
12. Review of Pupil Passport frequently and regularly.
13. Further minuted meetings with staff, as required, and follow-up with the student to review progress, reward success and revise targets.
14. Further correspondence with parents, guardian and their representative, as appropriate.

Responsibilities:

1. Vice Principal and Learning Support Coordinator are to monitor students across the school for additional needs and liaise regularly.
2. The Learning Support Coordinator must maintain and update each Pupil Passport regularly in consultation with staff and student, parents too where appropriate.
3. Teachers to be aware of the needs of all students and tailor their provision to these needs.
4. Teachers should discuss any concerns that they have with the Learning Support Co-ordinator.
5. Teachers should attend Learning Support Meetings for any of their students.
6. Vice Principal to ensure that points 1-5 are delivered well.

Revised by LMC June 2011

Reviewed and revised by C Stones (ICSS Governor), approved by CJG, April 2013

Checked by PAH, LMC and SBB, May 2013

Adapted for Sherborne International by SJB, January 2014

Reviewed and revised by LMC and SJB, checked by MA and PAH, June 2014; reviewed and approved by MA, Sept 2014

Reviewed and revised by JMW and LMC, agreed by PAH, July 2015

Revised by SJB, checked by PAH, January 2016

Revised by JMW, checked by PAH, June 2016

Revised by JMW, checked by PAH & GPD, June 2017

Amended by JMW, checked by AEH & GPD, September 2017

Reviewed and amended by JMW, checked by AEH, November 2018

Appendix 1

General recommendations for teaching students with specific needs (that apply to teaching EAL students as well)

- Provide glossary of subject specific terms.
- If possible, provide visual/illustrated word lists and worksheets.
- Worksheets should be clear in
 - Font – rounded such as arial or Comic Sans are preferable
 - size – size 12 or larger
 - layout – unjustified/left aligned with one and a half or double spaced lines
 - non-white paper can be helpful (but more expensive, so be selective) light text on a dark background is unhelpful for dyslexic students
- Reinforce key vocabulary frequently, and be aware of words that may have more than one meaning.
- Allow extra time for the student to copy down notes or photocopy notes from IWB.
- Encourage a student to record notes/vocabulary in alternative forms e.g. bullet points, mind maps, lists, flow charts, spider diagrams.
- Give simple, clear instructions one at a time. Use colour, visuals, gestures to help explain. Check the student understands by asking him/her to explain, and then check s/he follows them, remembering sequences can be difficult. Where appropriate, use the individual's name before giving instructions.
- Teach small pieces of a skill, and then give the student many opportunities to practise it.
- Chunking: breaking down tasks/activities into manageable pieces for the student(s).
- Use a multi-sensory approach as much as possible – involving visuals, listening and movement.
- Allow time for the student to answer orally and encourage full answers.
- Sit the student where s/he is comfortable, but where you can monitor easily e.g. with a friend, away from others or equipment, facing away from a window, in your direct eye-line.
- The student may tire easily and need short breaks or change of task. Sometimes s/he may need to move about.
- Styles of writing need to be modelled, with examples showing how to plan, organise ideas and check work.
- Check homework is recorded in planner and understood. Differentiate if the student is not going to be able to do as much as the rest of the class, so s/he has a chance of achieving.
- Encourage often with reward and praise. Immediate rewards are beneficial, like a star or points system, or a chance to do his/her favourite activity at the end of the lesson.

Possible Indicators of SEN**General**

- Unusually slow work rate
- Fidgety
- Lack of sequencing skills
- Difficulty in subjects which are less language dependent, although knowledge of vocabulary is necessary in all subjects
- Does not check work or notice mistakes
- Easily tired and prone to stress
- Lack of personal organisation – time-keeping, right equipment in right place
- Inappropriate comments and behaviour
- Low self-esteem, possibly leading to behavioural problems

Reading

- Avoids reading
- Slow reading speed
- Does not develop decoding skills
- Loses place and misses words/lines
- More problems with comprehension than accuracy of reading aloud
- Low level of vocabulary
- Poor recall of words

Writing

- Avoids writing
- Slow writing speed
- Simple sentence structures, without linkers
- Difficulty organising ideas
- Spelling problems and inconsistencies
- Lack of punctuation
- Copying from the board is hard
- Illegibility and untidy presentation

Listening

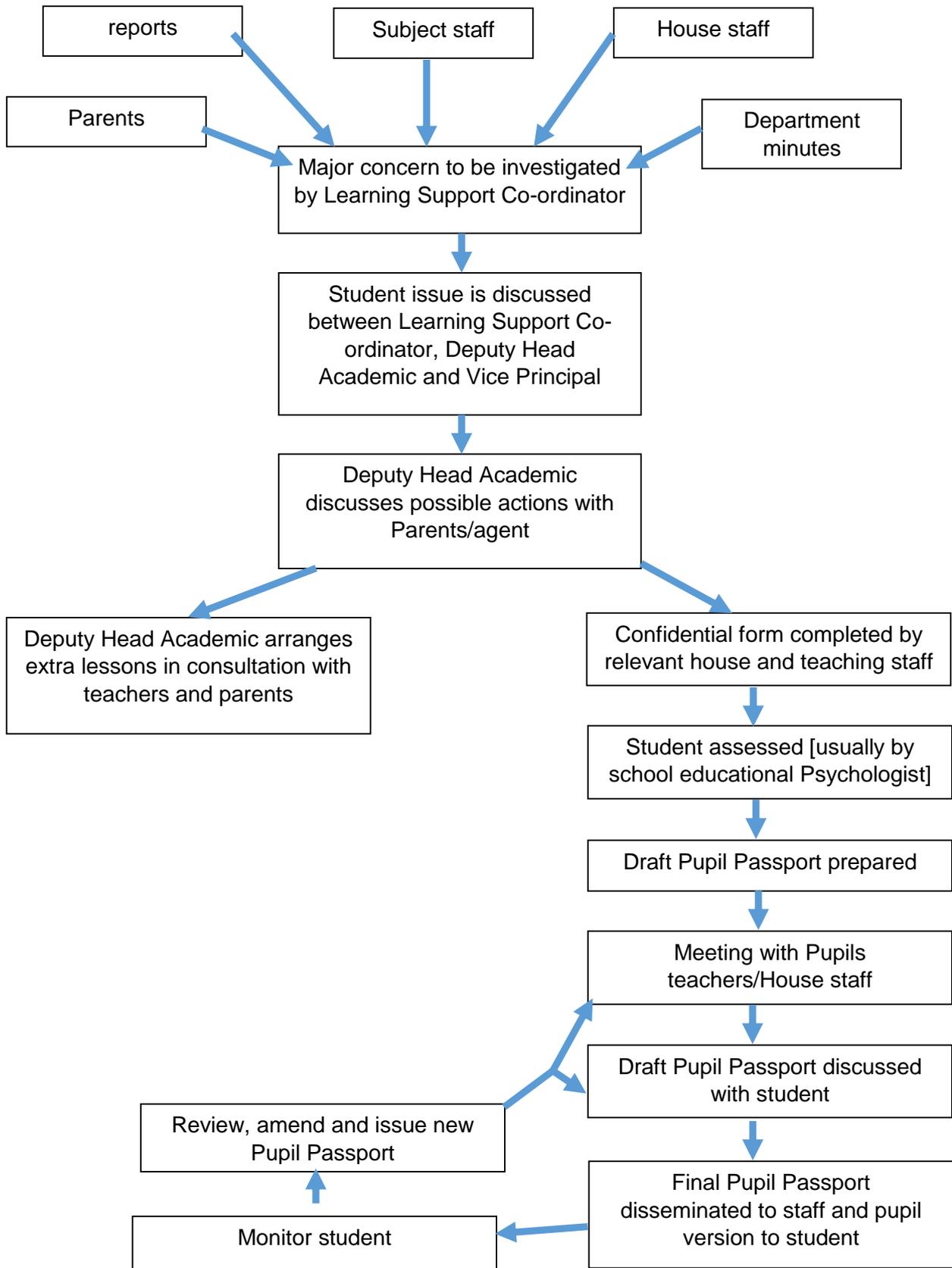
- Weak listening and attention skills
- Difficulty in listening and writing at the same time e.g. note-taking
- Does not follow instructions

Speaking

- Difficulty in hearing and saying sounds accurately
- Long rambling answers without a clear focus
- Strong oral skills not matched in written answers

Appendix 3

Procedures for Learning Support



Information Sheet on Special Educational Needs

What are Special Educational Needs?

Every student at Sherborne International is treated as an individual and each one needs help with their English Language. Special Needs describes specific learning difficulties that some students have, which affect their way of learning. These include Dyslexia, Dyspraxia, Attention Deficit (Hyperactivity) Disorder, Asperger's Syndrome and others. These difficulties are often the reason why a student seems to be lazy, when actually their brain works in a different way.

Here is a short explanation of these terms

Dyslexia is the most common of these, but there can be some people who have more than one of them. The strengths and weaknesses are not the same for each individual, so these are just a few examples.

Dyslexia

A different way of processing language, which makes it hard to learn some skills

Strengths – oral communication; creative thinking

Weaknesses – reading and writing; self-organisation; memory

Dyspraxia

Less precise control over physical co-ordination

Strengths – view things from different angles; verbal understanding

Weaknesses –clumsiness; large untidy writing; planning of work and time

Attention Deficit Disorder (ADD)

A lack of concentration on one's own work

Strengths – imaginative; able to change strategies easily

Weaknesses – losing concentration, therefore misses instructions and details

Attention Deficit Hyperactivity Disorder (ADHD)

Hyperactive-physically and mentally

Strengths –Interested in everyone else's work and wants to be involved

Weaknesses –impulsive; short concentration span; easily distracted

Autistic Spectrum Disorder (or Condition) [ASD] including Asperger's Syndrome/High Functioning Autism

Autism is a language and social communication disorder

Strengths – strong powers of concentration in some areas; likes structure; logical thinking

Weaknesses – obsession with certain details; lacks social communication skills

Are there any solutions?

Most approaches use a combination of techniques. A lot of work is required to practise these techniques, but with help and encouragement, a person can find ways to enable them to learn and lead a fulfilling life.

Facts about Dyslexia

- About 10% of the UK's population are dyslexic. (1991 B F Pennington, quoted on British Dyslexia Association website)
- It varies in severity from mild to severe.
- It occurs across languages.
- It is not related to intelligence and social background.
- It can run in families.
- It can cause emotional and behavioural difficulties.
- Dyslexia-friendly teaching strategies can help students cope with tasks they find difficult and enable them to achieve their best.
- Famous dyslexics include:
 - Sir Richard Branson (1950 -) British entrepreneur*
 - John Lennon (1940-1980) Musician and one of 'The Beatles'*
 - Walt Disney (1901-1966) American film-maker*
 - Winston Churchill (1874-1965) British politician*
 - Albert Einstein (1879-1955) German scientist*
 - Leonardo da Vinci (1452-1519) Italian artist and mathematician*

How Sherborne International helps

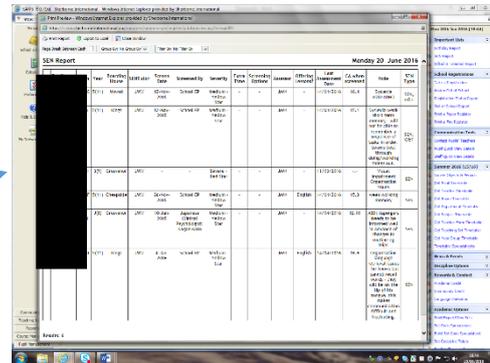
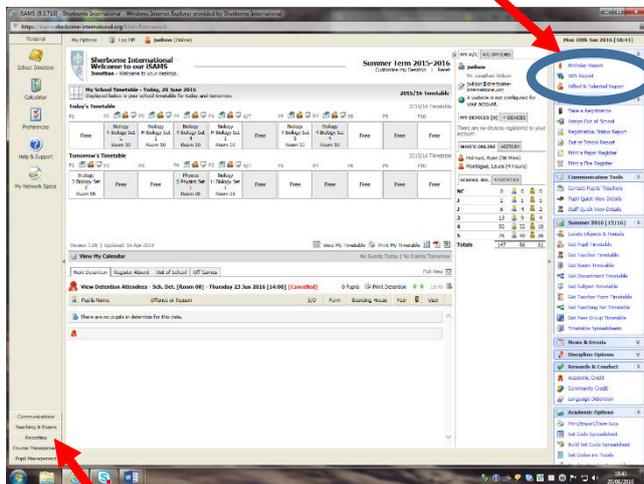
- Uses multi-sensory teaching approaches (using sight, hearing, movement).
- Considers individual learning styles and preferences.
- Teaches study skills and revision techniques.
- Communicates with parents about difficulties and how to deal with them.
- Arranges assessment for students whom the School thinks may have special needs. For those with weak English, it might be better for them to be tested in their first language in their home country.
- Consults specialists in EAL and SEN to provide recommendations.
- Organises individual support, including for exams, where appropriate.

Further sources of information

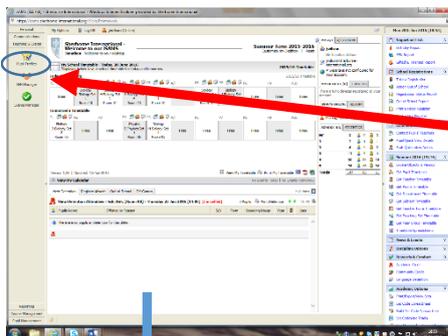
- British Dyslexia Association www.bda.org.uk Basic information available in 9 languages.
- Dyspraxia www.dyspraxiafoundation.org.uk
- AD(H)D www.add.about.com
- Asperger's www.aspergers.com

Finding Learning Support Information on iSAMS

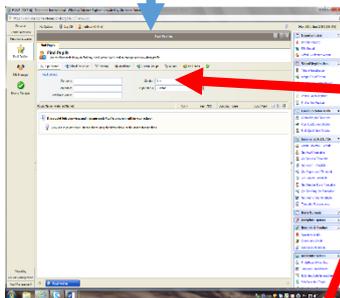
Click here for SEND/AGT data at a glance.



For more detailed information: 1) Go to Teaching and Exams



2) Then Pupil Profiles



3) Enter the student name and click on it when it appears below.

4) Then click on SEN

5) All the information can be found under the various tabs.