



Learning Support Policy

Park Lane Learning Support Philosophy

At Park Lane International School we sincerely believe that every young person, irrespective of race, cultural heritage, faith or ability, is entitled to lead a happy, safe and productive life. Through celebrating every student's individual personality and strengths, we aim to accommodate students who require learning support within the school community. We focus on needs both inside and beyond the classroom to help support the whole individual, not just their academic requirements.

We believe that learning support is a whole school issue and therefore all staff and teachers:

- Have a responsibility to identify a pupil who is seriously underachieving or struggling to access the curriculum, to consult the Learning Support and Inclusion Coordinator (Tina Chapman, Primary) or Special Educational Needs Coordinator (Kim Holmes Goodman, Secondary).
- Have a duty to consult the Learning Support and Inclusion Coordinator (LSIC) or Special Educational Needs Coordinator (SENCo) to discuss the way forward for a student who has been identified as under-performing or struggling with some aspect of school life, whether social, emotional or academic.
- Have a responsibility (supported by the LSIC or SENCo, as appropriate) to plan and provide for the range of abilities in the classroom, using the principles of differentiation, scaffolding and inclusion so that all children may achieve success and enjoy learning.

Scope of Support at Park Lane

Park Lane is a relatively small international school situated in the centre of historic Prague, with satellite campuses in Prague 6 and Prague 5 for our younger years. We have around 600 students at Park Lane across all 5 campuses; 264 in primary (nursery to Year 6) and around 336 in our secondary branch in class sizes of up to 22. Our smaller scale means that each individual is valued and known to most members in the school community. It also allows us to bring out the best in each student, to work with him or her, and her or his family where appropriate, to plan and monitor academic progress and maximise potential.

Currently around 11% of our students are identified as having learning support needs in Secondary; 7% have EAL needs, and 2% both SEN and EAL. These needs require a whole range of support strategies from observation and monitoring, in-class assistance to one-to-one support in certain areas. These levels of need can be categorised into communication and interaction needs; cognition and learning needs; sensory and / or

physical needs, and lastly - where the need affects a student in their learning - social, emotional and mental health difficulties. Otherwise, the latter usually falls under the remit of our pastoral and safeguarding support at Park Lane.

In Primary, around 24% of pupils have additional learning needs. This includes pupils with both EAL and SEN who receive additional support. Support for pupils happens within the classroom, as part of an intervention group, or on a 1:1 basis.

Our Norbertov, Sibeliova and Nessie school buildings make up our primary campuses. These sites are split between Prague 5 and Prague 6. The split sites cater for different age groups and the settings are adapted and developed for the needs of pupils in the different age phases. The buildings are not purpose built as a school and have been adapted and changed to suit the needs of pupils. Similarly to secondary, there are stairs but no lifts. This means that the Primary School sites would not be able to support pupils with physical disabilities.

Our Valdstejska school building is a former embassy residence spread over 4 floors with narrow staircases and no lifts. For this reason we are currently unable to support students with major physical disabilities. In Klarov (our upper secondary campus), although a lift may provide access to upper floors for students with physical difficulties, the intensive nature of the IGCSE and IB curriculum makes it more difficult for students with major cognitive disabilities to easily access the curriculum. Where possible, Park Lane endeavours to support students with learning needs by tailoring the IGCSE offering so that they may tackle a reduced programme and receive additional study periods supported by learning assistants. Our IB Diploma programme however is selective and based upon prior academic achievement. While we follow the IB's access and inclusion policy, this relates mostly to the availability of access arrangements such as extra time or word processor, and examination content cannot be tailored for students.

Our Pohadka site is nestled between the two other Prague 1 campuses and functions mainly as our Art centre, with a cafe that serves KS4 & 5 students, staff and parents of the Park Lane community. This is both a social and study space and oftentimes meetings are held in the cafe as well. The SEND office is also located in this building and the SENCo works with students on a 1:1 support basis, conducts Psychometric testing and hosts parent meetings here.

The objectives of the School's Learning Support Policy

- Early identification: to identify any pupils who require learning support as early as possible.
- To use the school's assessment procedures for regular monitoring and appraisal of pupils' performance in order to identify pupils who are actually or potentially underperforming.
- To ensure that pupils who need extra support have a co-ordinated approach that extends across all subjects and which receives appropriate support from all staff.
- To ensure that pupils who need support have access to improved learning opportunities in order to allow them to maximise their potential.
- To monitor and track pupils' targets and interventions as set out in the relevant sections of the school's Provision Map programme.

Definition of Learning Difficulty

The school recognises the UK Department for Education, Special educational needs and disability code of practice: 0 to 25 years, definition of Specific Learning Difficulties (Ref: DFE-00205-2013, introduction xiv)

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"*

At Park Lane International School, a learning difficulty is recognised when the achievement and performance of a pupil, as indicated by a consensus among those who have taught him or her and supported by standardised and diagnostic tests, is well below what is expected for the individual pupil concerned. In some cases, where diagnostic or psychometric tests have not been previously carried out, a full assessment from an Educational Psychologist or the school's SENCo may be recommended to parents.

Referral of Students

Students at Park Lane are identified as having Learning Support needs via one of two routes:

1. Information is provided by parents at the time of admission relating to previously identified learning and support needs.
2. Class teachers refer students to the SENCo or SEND (special educational needs and disability) team
3. CEM data (Select, MidYis, Yellis, IBE) highlights significant areas of concern and the SENCo / SEND team carry out observations and request that teachers complete monitoring forms (Appendix 3)

After referral and an investigation of data and comments from teachers, students may be placed on the Learning Support Register, which outlines key details (chronological age, reading age, areas of difficulty etc). Depending on the level of need (see bands of support in appendix 1) the SENCo and support staff may complete a Learning Support Passport (example in appendix 4) in collaboration with the student. The passport is reviewed twice a year (*termly in some cases*). This review is usually a conversation between the student and the SENCo / support teacher, although parents are invited to be involved if they wish. A Learning Plan (appendix 5) is created for pupils in order to set targets that they can work towards achieving. Parents play a more active role in the learning plan and can comment on their child's plan in the Provision Map programme. Passports and learning plans also contain information about access arrangements for assessments, in cases where access arrangements have been implemented or recommended. Teachers have access to view pupils' learning plans and passports on the Provision Map programme and can also write in any provisions that they may be running in their subject areas.

External Referrals

Following observation in school and discussion with teachers and parents it may be necessary to refer families to external agencies in order for the student to undergo a pedagogical psychological or cognitive assessment. We have a number of agencies listed on a document who we refer families to, mainly for assessment in English or Czech, although others will be sought if necessary. Many of the psychometric assessments that outline areas of strength or weakness can also be done in school by the SENCo. These tests can be helpful in building a picture of need and making applications to examination boards. However, due to the cost of the tests themselves, the school charges a small fee for these tests. Reports from such agencies are viewed by the LSIC or SENCo, translated where necessary, and important aspects and recommendations summarised and shared with staff. These reports also form the basis for

discussion of exam access arrangements and the next passport / provision map review meetings.

Provision Map

Provision Map by Edukey was purchased in 2021 for Park Lane's EYFS, primary and secondary cohorts, so that children's educational needs can be outlined in learning plans and pupil passports all on one platform. Over time this allows the school to develop a history of need for each child as they move through the school. Provision map also allows parents to see their child's learning plan, passport and provisions, and gives them the ability to comment on these and communicate with the LSIC and SENCo all within the platform.

Examinations (& Exam Access Arrangements)

Park Lane is committed to ensuring that all students are able to perform in examinations at the level of their ability. We therefore work towards providing students with appropriate Exam Access Arrangements that may reduce the negative impact potentially caused by any learning or physical needs. The arrangements given to students in exams are in line with the guidelines issued by the exam boards being studied (e.g. Cambridge International Examinations for KS4, and IB for KS5. We try to follow the JCQ guidelines for KS3 where possible). Any decisions made regarding Exam Access Arrangements are made by the LSIC for primary, and by the SENCo for secondary pupils. Reasonable adjustments can be implemented by the SENCo in KS3, while psychological / psychometric reports inform the access arrangements allowed at IGCSE and IB. Applications to exam boards are made by the exams Officer and IBDP coordinator, in collaboration with the SENCo. These decisions will always be made following communication with parents and the students themselves.

Typical arrangements include but are not limited to; extra time, prompts, use of a word processor, reader, scribe and rest breaks. This list is not exhaustive and each student is looked at on an individual basis. Any exam access arrangements that are requested must reflect the student's "usual way of working" in a classroom environment.

Long Term Absence / Illness

When a student is absent for a long period of time it is the responsibility of the Form Tutor, in liaison with the LSIC or SENCo, to communicate with parents and the student themselves.

Depending on the nature of the illness, students may be supported in continuing the curriculum at a pace and situation that is appropriate to them. This could involve teachers preparing tasks and longer term projects for students to complete, in order to reduce pressure on the student. The learning support team also endeavours to support students via distance learning (e.g. over Zoom) as much as possible, however constraints exist which relate to time on screen, ability for extra time, scribing etc. As all recommendations outlined in psychometric reports are recommendations only, the school is only obligated to implement these recommendations / accommodations as is appropriate and possible, taking into consideration the teaching and learning of all students involved.

When the time comes for the student to return to school the Form Tutor, in collaboration with the LSIC / SENCo will work with the student to establish core lessons to focus on and then work to include the rest of the curriculum. In all circumstances, whether the students are on distance learning, in school on a reduced programme, or back full time, teachers should endeavour to differentiate appropriately and seek support from the pastoral team and SENCo where necessary.

Roles and Responsibilities within the School

Senior Leadership Team

The Board of Management has an important role in developing, supporting and monitoring school policy on learning support and special needs. The Senior Leadership Team should:

- Oversee the development, implementation and review of school policy on special needs services in general.
- Ensure that adequate classroom accommodation and teaching resources are provided for the learning-support teacher.
- Ensure that the LSIC and SENCo has the capacity (time, facilities, equipment, training etc) to fulfil their role.
- Foster a positive attitude towards inclusion and inclusive teaching across the whole school from all staff. This should include students with different cultural backgrounds
- Ensure time is made available for the LSIC and SENCo to do staff training and feedback on students

Parents

Parents have a dual function in Learning Support:

- 1) in supporting the school and
- 2) in communicating with the school.

1. Supporting the School

- Be involved in creating a positive attitude towards school.
- Be involved with Learning Plans by adding parent comments to the Provision Map by EduKey
<https://edukeyapp.com>
- Requesting communication with the LSIC and SENCo / Support Assistants and participating with students in their educational activities.

2. Communicating with school;

- Discuss results of any pre-existing diagnostic assessment with LSIC / SENCo.
- Inform school of any learning difficulties observed at home (also applies to progress of student)
- Meet with Learning Support staff and class teacher regularly to discuss specific targets / activities if support is to be continued or discuss how future learning needs can be met at home if learning support is to be discontinued.
- Maintain regular contact with school through Parent Teacher meetings and through any other information sessions organised by the school. Email, Zoom and telephonic communication is also encouraged.
- Use the Provision Map to view, review and add parent comments regarding their child's learning needs.

Inclusion

Inclusive education promotes inclusive societies, where people can live together and diversity is celebrated. Inclusion in education involves:

- valuing all students and staff equally.
- increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- reducing barriers to learning for all students, not only those with additional needs or those categorised as having 'special educational needs'.

- At Park Lane we create a positive learning environment where all students are welcome and encouraged, regardless of learning need or cultural background.

Form Tutors / Class Teachers/Subject Teachers

- In the primary age phase pupils are taught as part of a class group and their learning is supported by a class teacher and teacher partner in lessons. Within the classroom pupils are taught through quality first teaching known as QFT or Wave 1.
- If pupils need additional support they may have interventions as part of a small group or 1:1. This is known as Wave 2 support.
- After further assessments from external agencies or long term interventions, pupils will have a Learning Passport and this is written with staff, parents and pupils. This is Wave 3.
- In the secondary school, there is also an emphasis on the idea that all teachers are teachers of SEND.
- There is an expectation for all teachers to intentionally plan for the progress of all pupils and therefore high quality teaching alongside the implementation of differentiation strategies is the first stage of support.
- Students with learning difficulties are integrated into regular classes at all times. Withdrawal from a subject or from some classes may be deemed appropriate by the SENCo / LSIC only when it is of benefit to the student.
- Staff members are encouraged to read, understand and apply the provisions and plans outlined in the students' Provision Map.
- Staff members help students to engage with their learning plan by supporting and implementing all relevant and appropriate accommodations.
- Learning support staff in charge of relevant portfolios (e.g. dyslexia support teacher) will work on developing strategies for children who fit their remit and will share these strategies with teachers. At all times portfolio leads should be in communication with and answerable to the SENCo.
- Teachers should aim to foster students' positive regard, motivation for learning, and self-esteem by giving genuine praise whenever possible and promoting activities which yield success.
- If a student is put on a learning plan or a provision map is created, the teacher will be required to give feedback to the LSIC / SENCo prior to any review meeting.
- At all stages, pupils should be involved with their learning passports and any targets which are set out in the learning plan.

- Teachers who are implementing additional support should write these up in the students' provision map in order that progress can be tracked

Goals of the SENCo (Secondary) and LSIC (Primary)

- To help create a positive learning environment where all students are welcomed and encouraged, regardless of learning need or cultural background.
- To support teaching staff in identifying children with special educational needs (SEN).
- To conduct classroom observations of pupils identified as being potential candidates for learning support and pupils already receiving learning support.
- To maintain a current register of learning and support needs.
- To support staff in the identification of the most effective teaching approaches for children with specific learning needs and monitor teaching and learning activities.
- To provide training and information on effective differentiation and inclusion strategies in relation to learning support.
- To provide training for teachers on the various learning disabilities and the effects of these learning differences in the classroom. At Park Lane these generally include mild learning difficulties such as difficulties with reading, writing, spelling or mathematical calculations. A smaller but significant proportion may also have a diagnosed specific learning difficulty (SpLD) like dyslexia dyscalculia, dyspraxia etc.
- To conduct learning walks and provide whole school feedback.
- To develop provision maps in partnership with teachers and parents/caregivers.
- To organise follow up meetings to review pupils' passports and learning plans (at least twice per year in line with the Czech ministry of education guidelines for children with SEN and / or psychological reports).
- To oversee the records of and monitor the progress of children receiving additional support.
- To maintain safe record keeping and keep confidential reports in a locked office.
- To feed back to key staff regarding the progress of pupils receiving Learning Support.
- To develop links with and liaise with external agencies.
- To be aware of and maintain up-to-date information regarding exam Access Arrangements and exam board requirements. This

information will be shared with class teachers, the Exams Officer and the IB coordinator.

Review

The Learning Support Policy should be reviewed annually by the SENCo and LSIC in collaboration with colleagues from the senior leadership team.

Appendix 1 – Bands of Support (Secondary)

Band	General description	Typical provision <i>(Band A provision is included in all bands)</i>	Resources need <i>(Band A provision is included in all bands)</i>
A (Low)	Minor difficulties in accessing curriculum or school life (e.g social, emotional or organisational)	<p>Teacher identifies, assesses and generally makes provision for the child’s needs in the classroom.</p> <p>Some changes to teaching and assessment materials are needed. E.g. differentiation, scaffolding, more individualised support.</p> <p>The student may have mild cognition and learning needs that affect them in areas such as reading, writing, mathematical calculation, working memory, attention, handwriting etc, but may not have an identified specific learning difficulty (SpLD).</p> <p>The student may be placed on the learning support register or on monitoring and a learning plan with targets created.</p>	<p>Use of aids commonly available in a classroom, including access to ICT.</p> <p>Additional support in class (e.g. teaching assistants) where appropriate to support learning.</p> <p>Potential reading assistance including use of aids such as coloured overlays / reading intervention through learning centre lessons.</p> <p>Support from pastoral team where appropriate.</p>

		Monitoring forms will be filled out by teachers.	
		Observations carried out by SEND team.	

B (Medium)	Moderate difficulties in accessing curriculum or school life (e.g moderate difficulties in communication and interaction needs; cognition and learning needs; sensory and / or physical needs)	Some direct support time E.g. In class support by LSA; one-to-one support; small group intervention may be provided to support specific learning needs and / or gaps in learning	Implementation of exam access arrangements e.g. 25% extra time, scribe, reader, prompter, rest breaks, alternative methods of recording work including use of computer as appropriate.
C (high)	Significant difficulties in accessing the curriculum or school life. Usually the student has more than one learning difficulty	Regular in-class support in specified curriculum areas. Regular one-to-one or small group sessions are provided to support with specific needs eg. Working memory, executive functions, social support, literacy interventions, numeracy interventions etc where curriculum time will allow.	Implementation of appropriate exam access arrangements Possible additional aids, e.g. word recognition software or pen reader. Additional invigilators may be needed for exams due to access arrangement requirements.

		<p>Possible removal from non-core subject areas (e.g. MFL, ART, Computer Science) to provide more targeted support.</p> <p>An additional learning support assistant (LSA) may be required to provide one-to-one or small group support. The LSA works to support the child with major specific learning needs both inside the classroom and during withdrawal sessions.</p> <p>Regular communication with parents is required with termly review of provisions and learning plans.</p> <p>Medical or psychological reports need to be shared with the SENCo in order that reasonable adjustments can be made for the student. Where the school does not receive these reports, the SENCo will do the assessments</p>	<p>Learning support assistants in lessons.</p>
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		internally at Park Lane in order to validate the access arrangements.	
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Appendix 2 - Bands of Support (Primary)

Wave 1: Quality First Teaching (QFT)

Quality First Teaching (QFT) is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom. QFT relies on a variety of learning strategies in order to be effective, like differentiated learning and the use of SEND resources. In short, QFT is an approach that highlights the need for a personalised learning experience and encourages greater inclusion of pupils with additional needs.

Wave 2: Interventions

Pupils are not making the expected progress or with an additional need may have more targeted support. The support may be in class, as a small group or 1:1.

These interventions/provisions are recorded using the Provision Map by EduKey.

Wave 3: Learning Passport

After further assessments from external agencies or long term interventions. Pupils will have a Learning Passport and this is written with staff, parents and pupils. The process for a Learning Passport is collaborative and part of the assess, plan, do, review cycle.

Appendix 3 – Monitoring Form

Please use **X** to indicate answer.

<u>Additional Needs</u>	No concerns	Requires occasional support	Requires continuous support	Not applicable
Concentration: Staying on task, ignoring distractions, focusing on the teacher, remembering instructions etc.				
Organisational Skills: Physical organisation of self and equipment, planning ahead with work, thinking about consequences before actions etc.				
Speech and Language: Understanding their first spoken language, acquiring new vocabulary, ability to express themselves clearly in sentences etc.				
English / Literacy	Reading: Ability to read a paragraph or more with ease and fluency.			

Spelling: Ability to consistently spell common words and make a good attempt at unfamiliar words.				
Extended Writing: Ability to write a correctly punctuated paragraph or more with ease and fluency.				
Handwriting: Ability to write legibly, with ease and at a pace equivalent to peers.				
English as Additional Language: Understanding English as a <u>second</u> language, acquiring new vocab etc.				
Numeracy/Maths: Demonstrating a basic grasp of number, algebra, data, shape / space and measure etc.				
Physical/Hearing/Visual: Ability to access all activities despite physical, hearing or visual difficulty etc.				
Social: Forming and maintaining positive relationships, conforming to social norms etc.				

Emotional: Showing awareness of own feelings and that of others, managing feelings, confidence etc.				
Homework/Coursework: Ability to study independently, to produce work to deadlines etc.				
Exams: Ability to prepare for and sit an exam without close adult support.				

Overall, how well is this student progressing in your lesson/s? (please include current attainment levels / GCSE targets where possible)

Appendix 4 – Example student passport





Date of birth: 27/6/2007
Year group: 8
Tutor group: Year 8L

About me:

- I have better focus this year because I have dropped some after-school clubs which were too much for me to keep up with.
- My handwriting is a work in progress
- I sometimes struggle with extended writing tasks

I find it difficult to:

- I have dyslexia and trouble concentrating
- I have trouble concentrating if there is a long task
- Remember useful vocabulary

How I want to be supported:

- Check on me part way through long writing tasks
- Give me instructions in manageable chunks
- Give me the option to type my assignments
- Write instructions down

I will help myself by:

- Having additional Czech lessons
- Reminding myself to stay focused, even in classes I don't like
- Asking for ideas / sentence starters in classes when I'm writing essays

Likes:

- I prefer typing assignments
- I like PE and maths and science
- I do not like writing

Dislikes:

- Least favourite subjects are History

Appendix 5 – Example Learning Plan



Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
Dyslexia	Always plan what you are going to write.	Written task started quickly.	Mind mapping, spidergrams, use of colour.	• All relevant TAs
Behaviour	To identify when a break is needed and request a break .	Time out breaks are taken when you feel upset, and help to prevent getting into arguments with other students.	Time Out card. E.g. display the red card at the back of your planner on your desk when you need a break. Go straight to Mrs Gifford for a short time out. Memo to teaching staff.	• Class teachers • Head of year • Ms Sue Gifford (Learning Centre Leader)
Dyslexia	To proofread work for spelling errors.	Corrections made in first draft.	Peer assessment. Learning Support Assistant support.	• All relevant TAs

Summary

Access Arrangements:
25% Extra time
Reader Scribe
Enlarged font (size 18)
Use of coloured overlays

At key stage 3, rest breaks can be given during class time at the teachers discretion

Appendix 5 – Mission Statement

Mission Statement.

To ensure that every child is supported and challenged and is provided with opportunities to achieve their highest potential at Park Lane. This will be achieved through ensuring that students' needs are known, teachers have the resources and understanding necessary to support pupils and the curriculum and school culture enriches and extends all.