



INCLUSION & LEARNING SUPPORT POLICY

1. Aims & Philosophy

Epsom College in Malaysia (“the College”) aims to provide appropriate learning support to all pupils who learn differently, who may be facing learning difficulties, or who may have mild Special Educational Needs (“SEN”), and would benefit from appropriate and tailor-made support. This support will enable such pupils to access and respond to the curriculum as successfully as possible. In giving effect to this aim, the College applies the following fundamental principles:

- to cater for pupils with Learning Support needs through an individualised approach to provision where possible;
- the majority of the needs of pupils at Epsom College will normally be met in mainstream classrooms. However, where further support is required curriculum withdrawal may be appropriate;
- whenever appropriate the views of the pupil should be sought and taken into account;
- we recognise that parents have a vital role and responsibility in supporting their child’s education and we will work together with parents to ensure both long-term and short-term outcomes for pupils are being continually monitored.

In drawing up this policy, the College has had regard to the following guidance and advice from the United Kingdom (insofar as it may apply to the College):

Equality Act 2010

Children and Families Act 2014

Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years

Definition

A child or young person has Special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she has a greater difficulty in learning than the majority of others of the same age.

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

2. Objectives of the Inclusion & Learning Support Department

- To provide effective support for those pupils who are disadvantaged by a specific learning difficulty or disability.
- To continually raise aspirations and expectations of all pupils with Learning Support and any additional needs.
- To provide support for those pupils who have been identified as having difficulties / barriers to learning from the referral process or through data collection and/or assessment.
- To support teachers in terms of differentiation and teaching strategies to meet the needs of the pupils in their class.
- To prepare our pupils for the next phase of their education and life after Epsom.

Meeting Pupils' Needs

The College recognises that specific learning difficulties can affect children of all cognitive abilities. The College acknowledges the four main categories of special education needs (SEND Code of Practice (2014)):

- Communication and interaction;
- Cognition and learning ;
- Social, emotional and mental health; and
- Physical and Sensory Processing Disorder.

Opportunities are also provided to support the social, emotional and mental health wellbeing of each child through interventions provided in coordination with the College Counsellor.

Outside agencies are sometimes required and are invited to support our pupils' needs when these needs cannot be met by the College. These services may include Educational Psychology, Speech & Language Therapy, Occupational Therapy, Social Thinking Classes and Physiotherapy. The College can provide support in linking parents to specific agencies but the costs must be borne by parents.

Admissions Process for Pupils with Identified SEN

All new potential admissions to the College take entrance tests relevant to their age group. The College expects parents to declare any concerns and provide documentation relevant to any special educational needs, and to agree if necessary as part of the interview procedure, to subsequent screening for specific learning difficulties.

Before an offer of a place is made, the College will assess whether it is able to adequately cater for and meet any SEN (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous Colleges as appropriate.

If a pupil with special educational needs is offered a place in the College, the Learning Support Department will liaise with HMMs/Heads of Department/Head of Prep School to determine the level of support that will be offered and how the College is able to meet the particular needs of that pupil.

The College does not discriminate against pupils with identified special educational needs but, prior to acceptance, the Head of Learning Support may be asked to carry out further assessments and observations to ensure that the College can accommodate a pupil's needs. Reasons for not being able to accept a pupil can include, but are not limited to: ● the College does not have appropriate facilities and resources to best meet the needs of the pupil; ● where accepting the child would be incompatible with the efficient education of others at the College or the efficient use of resources.

The Screening & Monitoring Process

- If a child has a preexisting or diagnosed Learning Support need, then the level of support that can be provided by the College will have been agreed upon entry; for those with a diagnosed SEN, an Individual Educational Plan ('IEP') will be drawn.
- If over time, across the College, potential Learning Support needs become evident, the College will investigate and discuss with parents.
- Evidence-based-teacher feedback, results against a baseline, pastoral feedback and pupil feedback will be referred to as part of the screening process.
- It may be at this point that a number of options are considered: booster groups, lessons in the Learning Support Department (Prep), adaptation in class of task etc.; Learning Plans drawn up for the pupil.
- Where the learning needs (subsequent to class support and other interventions) are persistent, the College may screen for particular Learning Support issues - such as dyslexia - with parents being notified; if an additional Learning Support need is then identified then suitable responses will be actioned. This could include seeking an external assessment, funded by parents. This will be needed for those seeking Access Arrangements for public examinations in the Senior College.

Responsibility: Head of Inclusion (Senior) & Learning Support (Prep)

- The amount of support provided by the Learning Support Department will be dependent upon the specific needs of each pupil. But on average senior school pupils may receive between 2- 3 hours of extra support per week.
- Where the College feels that the amount of support required is beyond what the College can offer, parents may be asked to contribute to the funding of extra sessions or asked to provide a Personal Learning Assistant/Shadow Aide.
- Where a pupil requires the support of a PLA/SA, then the additional cost must be funded by the parent. The PLA/SA would first be interviewed by the College to ensure suitability for the role. The College must approve the appointment of any shadow aide employed by the parent to work at the College, including all safeguarding requirements. The College may ask for a pupil to be withdrawn from the College if parents are unable to provide the extra support required.
- A pupil's IEP will be reviewed termly(prepare)/ twice a year (Senior) followed by a meeting with the parent and class teacher/HMM.

Implementation and Procedure

The Inclusion & Learning Support Department will keep a record of pupils entering the College with a history of additional learning needs ("ALN"), such as a specific learning difficulty or physical disability. A list of Learning Support pupils will be posted on the College's information management system (iSAMS).

The list of Learning Support pupils will identify what level of support is received by each pupil:

- **Blue Star Pupil** – monitoring, pupil supported in mainstream classes by subject teachers
- **Yellow Star Pupil** – limited support, pupil attends additional Learning Support class
- **Red Star Pupil** – full support, pupil receives full individual support in the class (Teaching Assistant – additional cost covered by parents)

For most pupils with learning difficulties, individual needs will be met in the classroom. The curriculum may be differentiated or the teaching style/practice adjusted to reflect these additional needs. Lesson plans should indicate how the needs of pupils with additional learning needs are accommodated.

The Learning Support Department will liaise with the pupil's teachers and tutors to develop an Individual Educational Plan/ Learning Plan describing the pupil's difficulties, strategies and targets.

An **Individual Educational Plan** ("IEP") will be written by the Learning Support teacher, in consultation with teachers, HMMs/Head of Prep for each pupil on the LS register. The IEP will include information about pupils' College history, the support that the pupil receives in the College and results of the educational psychologist assessment. The IEP will have a description of barriers to pupils' learning, the recommended strategies for teachers to use in the class and pupils' targets. The pupils' achievements, in the light of an IEP, will be reviewed by the Learning

Support teacher termly and further targets may be set.

The IEP will be shared with the pupil's teachers, HMM/Head of Prep and tutor via ISAMs, and with parents during the Parents - Teachers Conference meetings.

Communication with Parents/Guardians

The Inclusion & Learning Support department liaises closely with parents to ensure a joined-up approach to pupils' support. A Learning Support teacher can be contacted by email during term time, and will be present at Parents - Teachers Conference meetings. An individual consultation may be arranged via e-mail.

Provision for Examination - Senior School

Access Arrangements for public examinations are available to pupils whose special educational needs are severe enough to warrant them in order to not be disadvantaged in comparison with their peers. Requests for Access Arrangements are processed by the Examinations Officer on the basis of documentation collected by the Inclusion Department.

To apply for Access Arrangements the College will need to provide supporting evidence to demonstrate that Access Arrangements are required and are the pupil's normal way of working in College. It will require a report from a professional who meets the JCQ requirements no earlier than Year 9. All external costs for an Educational Psychologist's assessment are to be met by the parents.

The main types of access arrangements available are as follows:

- **Extra Time** – for candidates who work very slowly.
- **Rest Breaks** – for poor concentration or extreme stress.
- **Use of Bilingual Dictionary** – for candidates whose first language is not English (subject to the regulation – see EAL Policy).
- **Reader, computer reader or reading pen** – for very poor readers with decoding or comprehension difficulties who cannot read by themselves.
- **Scribes or voice recognition technology** – for very poor or slow writers who cannot write by themselves.
- **Words processor** – for candidates who have illegible handwriting and use word processor in the class.
- **Prompter** – for candidates who lose concentration easily.

The regulations for Access Arrangements for public examinations are determined by the Joint Council for Qualifications and other relevant awarding bodies such as Cambridge International Examination, and may be subject to change. The College must abide by these regulations.

Responsibilities

The Headmaster, Head of Prep School and Head of Inclusion & Head of Learning Support, are responsible for ensuring appropriate provision is made for pupils with identified specific learning difficulties.

The Head of Inclusion/ Learning Support is responsible for:

- Overseeing the operation of the College's Inclusion/Learning Support Policy.
- Coordinating provision and monitoring IEPs for pupils with Additional/Learning Support needs.
- Assisting in the development, monitoring and evaluation of this Policy.
- Contributing to the in-service training of staff in relation to Learning Support.
- Liaising with parents of pupils with Additional/ Learning Support needs.
- Liaising with the College's Examination Officer and outside agencies.
- Leading the development of an inclusion culture within the College
- Maintaining a central record of all pupils with Additional/Learning Support needs.

Class Teachers (in consultation with HMMs/HoDs and/or Head of Prep) are responsible for:

- Ensuring early identification of pupils with special education needs, their barriers to learning, and appropriate interventions and actions in consultations with Learning Support teachers.
- Understanding pupils with Learning Support needs and implementing strategies stated in IEP to help pupils achieve their targets.

- Regularly assessing, monitoring and reviewing the progress of pupils with Learning Support needs.

Parents are responsible for:

- Informing the College about any specific needs their children may have upon enrolment.
- Providing copies of formal assessments written by an Educational Psychologist, specialist or other professional.
- Agreeing to, and financing, any necessary Educational Psychologist or medical assessments needed to identify their child's needs.
- Participating in systematic discussions during Parent - Teacher Conference meetings or individual appointments, in relation to their child's needs, difficulties, attainment and progress.

Removal from the Learning Support Register

When pupils make excellent progress and achieve their targets, it may be agreed by the Head of Learning Support and class teachers that they no longer require additional Learning Support and their names will be removed from the register. Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Withdrawal Where, after all reasonable adjustments have been made or considered, and the College has explored all avenues for provision, the College may determine that it is in the best interest of the child that his/her education continues elsewhere, and invite parents, after appropriate consultation, to withdraw their child. It should be stressed that the College would seek to manage this situation carefully and, in reality, it would be the last point in an ongoing sequence of communication between the College and parents.

On-Going Review

This policy will be updated annually to ensure the College is consistently meeting the needs of those pupils with SEN/learning difficulties, and to further reflect on and improve its provision as the College develops.