



CREATIVE SECONDARY SCHOOL
啓思中學

Aug 2017 Edition

Learning Support Guide 2017-2018



INTRODUCTION

This document is a guide to our provision for students who require access to the Learning Support Department. It's vital that parents, staff and students in particular are fully aware of the support that is offered at CSS so that we can all work together to ensure the best possible outcomes for every member of our community.

Please note that there are different levels of support offered to students at CSS. Many have mild or very mild additional needs, so they do not require regular support. This guide explains the range of support offered and the policies we utilize that may affect your child as they move through the school.

The Learning Support Department



Ms Kelly Hargreaves, Learning Support Co-ordinator



Ms Nic Parker, Speech & Language Therapist

Learning Support is available for all students with identified additional needs from MY1 to F6. The range and type of support varies and is considered on an individual basis. However this might include: small group workshops, 1:1 sessions, additional explicit teaching and co-teaching with subject teachers.

The Identification & Referral Process

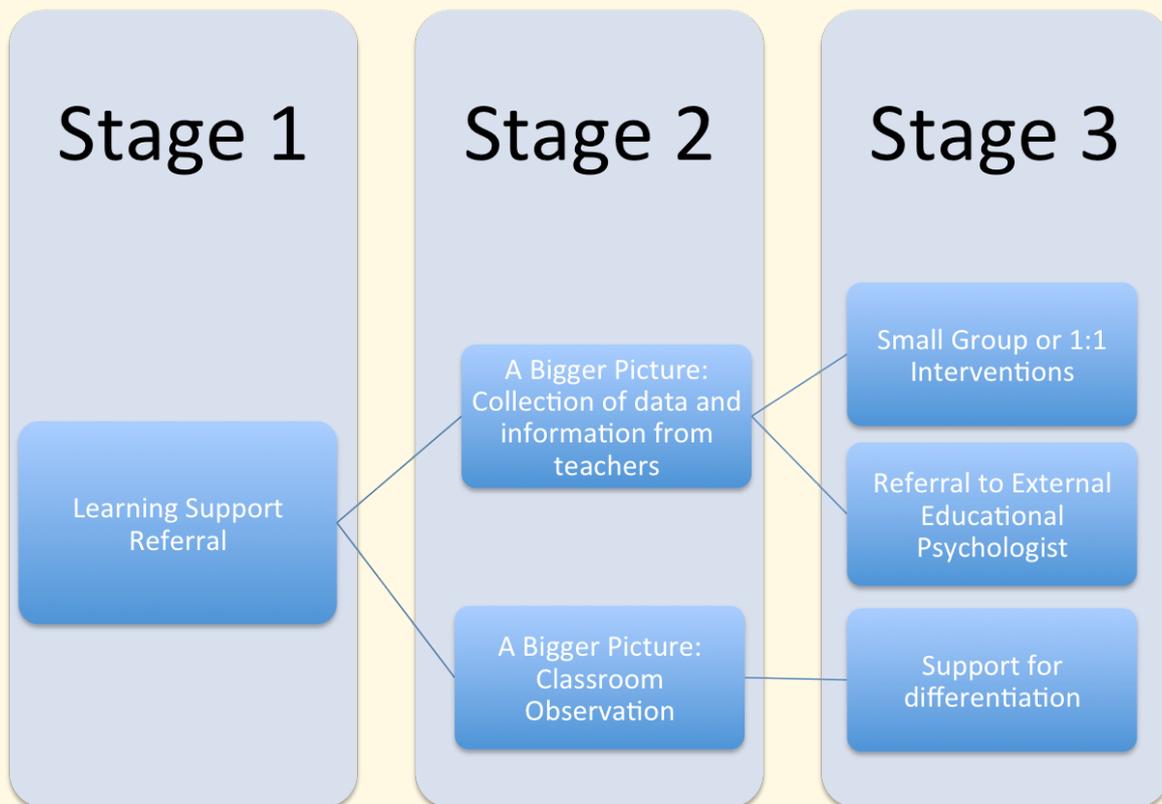
Some students may begin CSS with prior knowledge of an additional need. We request that you share this information with us at interview so we are able to assess your child's needs and make sure that they are met from the very beginning of their education with us. When informing us of any additional needs please supply us with the most recent Educational Psychologist's or Doctor's report. Any disclosure of previous assessment will be confidential and shared only with the appropriate members of staff. It will inform how we can support your child and this will only be accessed by those staff who will use the information in a positive way to enhance your child's education.

However some additional needs are not identified until later, after your child has begun at CSS. A teacher may request an extra pair of eyes to observe a student, this will either be Ms Hargreaves or

Ms Parker. At CSS we have an inclusive learning ethos which enables the Learning Support Department to work with teachers to help support students with any challenges they may have accessing the curriculum. This might include (but is not limited to) using English as a second language, concentration and focus in class, collaboration with their peers, having a specific literacy difficulty or other challenges.

Since additional needs can become evident under a wide range of circumstances any member of the CSS community can make a referral. Parents, students and teachers may make a referral at any time during the student's time at CSS by filling out the referral form and emailing it to: learningsupport@css.edu.hk

Referral forms are available on the school website.



Once a referral has been made to the Learning Support Department the LS Department will circulate a questionnaire to teaching staff and review the student's most recent report card. Our intention is to build a bigger picture of the referee's academic position before considering how to proceed. This is the first step in an informal assessment of the student.

Further Action from the outlined steps above may include:

- A language or literacy assessment with our school Speech and Language Therapist, free of charge
- A full Educational Psychologist's assessment, parents bearing the cost
- Learning Support sessions either individually or in a small group
- An application to the exam boards for access arrangements

1. Education Psychologist Report

Parents are required to pay for the assessment but while we don't recommend any one psychologist we keep a register of Educational Psychologists that have been used by other parents that we are able to share with you so you can find the best fit for your child's needs. CSS requires a copy of the report from the parents in order to implement any recommendations. The specific recommendations in the report give guidance to the school on approaches that may be needed in the planning and implementation of the curriculum to make it more suitable for your child and their needs.

2. Speech & Language Therapist Report

According to the difficulties that your child may be experiencing in the classroom a variety of assessment tools may be used to assess their understanding and use of spoken English as well as their written language skills and/or their reading and spelling skills in English. This assessment takes place during school time and Ms Parker will contact you with the results and provide a report to you and your child's teachers outlining their strengths and difficulties along with strategies and recommendations that may be useful to supporting your child's access of the curriculum. This assessment is provided free of charge as part of the school's Learning Support provisions. Should English be a Second Language for your child then Ms Parker may request additional language testing in your child's first language with a Speech & Language Therapist outside of school which parents need to pay for.

The Learning Support Register & Student Support Plans

On receipt of a written report from a Psychologist the following is implemented:

1. The student is added to the Learning Support Register. This document contains the names of any student with additional needs and is updated regularly.
2. A Student Support Plan [SSP] is written for the student using the information in the psychologist's report (as well as any other relevant assessments) outlining specific difficulties and strengths. Recommendations given in the report are then added to the SSP and the student is also able to feed into the SSP what works for them and what doesn't. Once completed this is only accessible to teachers who teach the student.
3. The House Tutor and subject teachers are informed of the outcome of the assessment and given suggested teaching strategies and are offered support from the Learning Support Department to implement any new strategies and adaptations to the curriculum.

Learning Support Provision

Many students on the Learning Support Register do not need direct input from the Learning Support Department because they have mild barriers to learning and these students have often developed their own, appropriate coping strategies. However, some students who may have coped well in the lower school find that they need help as the volume and complexity of work increases through the MYP and Diploma years. Through subject teachers and house tutors we monitor all students on the Learning Support Register, whether they receive Learning Support or not. Once every academic year a member from the Learning Support Department will meet with every student on the register to check on their progress.

In the Upper School [F5 & F6] only students with an identified additional need who are on the Learning Support Register qualify for individual learning support lessons.

In the Lower and Middle School any student who needs support is given individual or group help. In the lower and middle school initiatives such as those listed below are provided:

- English Skills Builders Group
- Reading Comprehension Skills Group
- Vocabulary Development Group
- Social Skills Workshop
- Organisation and Time Management Workshops

Co Teaching Models

Throughout the school, if the need arises, there will be opportunities for the Learning Support Department to use co-teaching models to work with subject teachers to raise achievement, create opportunities for access to the curriculum and to enhance differentiation within all classrooms.

Examination Protocol

Extra Time

To qualify, a student needs to be recommended to have extra time in their Educational Psychologist's report. This needs to be completed at the end of F3 so that it is within 3 years of taking any external exams. The quantity of time is at the discretion of the examination awarding bodies and their decision is final. Though it varies it can be up to 25%. Some students may also opt to take breaks during examinations or sit exams in a separate room.

All new or updated Education Psychologist's reports for students in F5 must be received by Learning Support department by August of the academic year of the examinations.

Along with the Educational Psychologist's report there must be clear evidence that a student has consistently received extra time throughout their time at CSS and this is their normal way of working. This evidence will be collected for students by the school from MY1-F3, which is why it is imperative we know about any pre-identified additional needs as early as possible. Pupils who qualify for extra time are given it in internal assessments in subjects with extended writing.

Communication with Parents

The Learning Support teacher will keep an intervention log for each student who receives support, making everyone involved accountable. This will constantly evolve and develop as we work with your child, parents are more than welcome request that this document is shared with them if they would like to see what interventions have been taking place. The Learning Support Co-ordinator will be present at all 3 Way Conferences and can be contacted via email at any time. For day to day questions or concerns, the House Tutor should be the first point of contact.

If your child has a language assessment with our Speech & Language Therapist a copy of the report and the recommendations will be sent to you via email and will be followed up by a phone call with our Therapist Ms Nic Parker.

Frequently Asked Questions

Q My child's level academic attainment doesn't match their peers. Does this mean my child has additional learning needs?

A Not necessarily. A range of factors could be hindering their progression including English as a second language, motivation or other outside factors. If you have any concerns it's best to discuss it with the Learning Support department and we can investigate further.

Q I'm worried that if I declare an existing additional need then my child will be labelled.

A At CSS we promote an Inviting Education and inclusive learning ethos. This means that if we know about a child's diagnosis we will never use this to 'label' a child. Having key information from an expert in the format of a report means we can tailor our teaching to suit the needs of each individual student.

Q I'd like to help my child with strategies at home but I don't know how. How can I do this?

A At CSS we believe in a strong home/school partnership for our students with Additional Needs. We acknowledge that some of our students will need a consistent approach to education both at school and at home. We welcome partnerships between parents and the school so that we can work together to support our students. We are happy to hold regular meetings where we can share strategies and strengths of a student so they are successful learners both in school and at home.