



Neev Academy
Learning Support Policy
PYP, MYP and DP



Neev Academy Learning Support Policy

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Philosophy and Purpose of the Learning Support (LS) Policy

Neev School 's LS policy supports and reflects the school's core belief and the IB's mission of encouraging every student, irrespective of capability, ability, country of origin, economic status, sex or religion, to become active, compassionate, life-long learners.

Students understand their differences and respect those in others.

The Policy aims to increase access and engagement in learning for all students by identifying and removing barriers.

Students of all ages come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it. (IBO 2013: 3)

Aims and objectives of LS department

We recognize that each student is unique with individual needs. We aim to provide support for students with specific learning difficulties or learning differences to help them succeed in Neev's positive and respectful environment.

The Learning support team will work closely with the teaching faculty to ensure timely identification and intervention for the students enrolled, to enable them to work at their optimal potential. The learning support team will also include counseling and ESL specialists to ensure a holistic approach to intervention, thereby taking care of all core and related concerns.

It is clearly stated that the Learning support services is limited to academic areas. Students with mild to moderate learning difficulties would be considered for admission. To support the interventions and modifications being extended within the school, the students may be required to avail specialized therapies from external sources. The Learning Support services at Neev are limited. This may not be the appropriate environment for students with moderate to severe learning or behavioral needs.



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Objectives:

- To integrate the LS student into the mainstream classroom as much as possible ensuring a productive global citizen.
- The student of LS has access to the whole curriculum.
- The student of LS benefits from the curriculum to the best of his/her potential.
- To encourage the shared responsibility of the parents and teachers along with the LS teachers towards development of the student.
- To encourage the teaching staff to continue to be responsible and maintain a high expectation for the learning of all students in their class.
- To encourage co-operative planning and teaching by all staff in support of the LS policy
- To ensure an inclusive, respectful climate of support which encourages the student's self confidence and self esteem to grow.
- To create an environment that values students and encourages them to take the risk to explore their potential without the fear of shame from mistakes.
- To develop a professional partnership with specialists and specialized agencies to provide the LS with assessments and reports that would enhance the support provided for the LS student in the school.
- To ensure that the Head of Learning Support would take the responsibility of keeping the Head of school and Head of Elementary/ Middle/ Senior school and the governing body informed of the LS policy and the individualized support being extended to individual students.

Roles and Responsibilities:

The head of the school is responsible for the management of the Learning Support policy. The head works with the LS department and works closely with the teaching staff and is responsible for the implementation of the policy on a daily basis.

The LS student is first the student of the class. The class and subject teachers take the responsibility for the support and the direct Instruction and teaching for the student. The modifications and accommodations required to make this an effective environment for the



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student, will be supported by the LS teacher.

The LS teacher carries out the informal assessments to create the IEP to ensure the student receives the maximum inputs from the mainstream class environment. The IEP would specify the qualitative and quantitative support extended by the Learning Support. The LS teachers would monitor progress independent of the class assessments to ensure optimum output that is closest to the student's potential.

The parents of student will meet with the Learning Support team and the class teachers at regular pre-scheduled meetings to support and contribute to the Learning Support program and also to assess the outcome and progress of the plan already in place. The parents would support the team by providing the external assessment reports when required. They would also ensure that specialized therapy is provided for the LS student through external sources, should the LS team request it, or the formal assessment, should that be suggest.

The Management will support Learning Support program to allow the space and time to conduct multidisciplinary meetings that would enable the coordinated functioning of the different groups, contributing to the development of the student, to work together. The parents and teachers and the Learning Support team would meet on regular, pre-scheduled days to plan and assess progress. There would be times when external facilitators would need to be a part of the meeting to contribute to the planning. The LS coordinator would plan the meeting accordingly.

Admission Criteria:

The Admission policy at Neev Academy clearly states the criteria for admission to the school. It also clearly states from the start, with fairness to the student, that it may not be able to meet all special needs. At times it would be the severity of the disorder that would be the basis for non admittance to the school. At others, the admission may be refused so to continue to maintain a healthy balance of typical and atypical students in a grade, for maximum benefit for all.

The admission department would need to consult with the LS coordinator before accepting children with known LS, into the academic program. Parents are required to share all relevant information regarding their child's educational needs and medical history at the time of applying for admission. All diagnostic and assessment reports would need to be submitted along with the application form. The psycho-educational assessments submitted would need to have been by a licensed educational psychologist done within the last two years. The school team would review each individual with special educational needs on an individual basis at the time of application.



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The review will look at the resources the student will require in terms of human resources, financial, material and space resources as well as the parental commitment to supporting their child's educational program at home and school. Parents are required to clearly communicate previously identified special needs or the support the student has received in the previous school. Parents of students admitted to Neev would be expected to commit to providing any extra support that is asked of them to support the plan for the student. This extra support may be in the form of therapies from external professionals, such as Occupational Therapy or Speech therapy, to name a few. Or the support may be in the form of educational support or a combination of both, educational and specialized therapy.

If at a later time it is found that previously diagnosed condition was not disclosed by the parents, the school is at the liberty to ask the parents to withdraw their child from school. The decision would be at the discretion of the school head. To enable the school to provide the best for the student's educational needs, full parental cooperation would be required.

All students applying to Neev for admission are engaged in a formal interactive and written assessment session. The outcome of this session determines the admission of the student in the age-appropriate class. A student with identified and diagnosed SEN needs would share the diagnostic reports with the Learning Support team at the time of assessment. The LS team would, in addition to the admission team's interaction session, conduct an informal assessment. This assessment would determine the level of intervention required to support the student in the inclusive environment of Neev Academy. Admission would be given based on the outcome of all the assessments carried out.

WHO CAN BE ADMITTED:

The environment and curriculum at Neev Academy would need to support the student with exceptional needs and also be beneficial to the student. There would be no discrimination against any disability. However, the degree and severity of the disability will determine if the environment would be best suited for the student. The environment is inclusive of the physical structure, the curriculum outcomes and the individuals who support the system.

WORKING OF THE LEARNING SUPPORT DEPT

ORIENTATION:

The Learning Support teachers play an integral part in the supporting the students under LS as well as in providing assistance to the teachers to include every child with Learning Support



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needs in her educational plans.

The LS teacher:

- Supports the teacher in differentiating her teaching plan to include not only the varied learning styles of the children in her class but also include the accommodations for the student.
- Guides the teachers and assists them in creating the worksheets and work material to enable the student to effectively record and communicate his/her learning and understanding.
- Supports the teachers in creating the assessment tools that would effectively and realistically assess the learning the student has achieved making the modifications required to cater to the unique needs of the student.
- Provide an assessment report, in addition to the class report for the students so that the holistic development of the student is recorded.
- Regularly updates the teachers on the developments in the field of Learning Support by conducting workshops.
- Collates frequently asked questions and understanding of terminologies and shares information with all.
- Keeps the teacher informed of progress or lack of it in the intervention being provided for the student.
- Works collaboratively with the teachers in creating a healthy attitude and atmosphere to include the student in every true sense.
- Teaches co-operatively with the teacher and adjusts the LS Sessions in accordance with the time-table.
- Collaborates with the teacher in ascertaining the best combination of individual session and in-class support to meet the optimal need of the student, taking into consideration the dynamics of the individual classes.
- Prepares the IEP for the students giving due consideration to the special educational needs of the student and the class expectations.



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- Schedules regular meeting with the parents and the teachers of the student to review the IEP and chart progress, keeping the expectations of all concerned in realistic perspective.
- Ensures that the IEP includes the special arrangements or accommodations in assessment conditions to allow the student to demonstrate his or her true level of achievement.
- Communicates the Learning Support policy to the parents and ensures their continued involvement and supportive of the needs of the student.
- Ensures the clear communication of the PYP, MYP and DP course choices by the school management.
- Coordinates and maintains a clear process of communication with the outside professional service providers involved in the IEP of the student keeping the parents aware at all times.
- Constantly upgrades and maintains the Learning Support resources in the school.
- Maintains clear records of the LS procedures being followed for every individual student.
- Regularly attends courses and workshops to keep professionally updated with the developments and information in the field of LS.

Identification/ Initial Referral:

- The student at any time can be referred to the LS department by the teacher who shares her concerns being specific while filling up the Initial Referral form.

INITIAL REFERRAL FORM

Student's Name- _____

Grade/ Branch- _____

Date- _____

Date of Birth- _____



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Name of Teacher- _____

Reason for Referral- Academic-____ Social-____ Behavioural-_____

Other-_____

Area	Class Level Expectation	Current Level of Student

Please write a brief description of your concerns-

- The parents having concerns about their child can speak to the grade teacher. The grade teacher would fill in the Initial Referral Form and share it with the Learning Support teacher.
- The Learning Support teacher in the school may notice or recognize some student who is having trouble with the regular functioning of the class and may refer the student for LS intervention.

Observation Process:

- The Learning Support teacher collects all information available in the school about the student who has been referred for support.
- Fills in the Initial Information Form taking information from the previous assessment reports available and the information from the Child Profile, that is information shared by the parents with the grade teachers at the start of the academic year.
- The Learning Support teacher also adds the observations and any specific information that the grade teacher shares about the student.
- The Learning Support teacher also adds her own observations to the Initial Information Form.



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INITIAL INFORMATION FORM

NAME OF STUDENT:

SEN CODE:

DOB:

GRADE/ SECTION:

REFERRED BY:

Name of Parents:

Contact details:

Entered by:

Date of entry:

Parent Information-

Date-

Assessment Information-

Date-

Teacher information-

Name-

Date-

SEN observation:

Name-

Date-



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Identification:

The student information gathered so far is reviewed with the Learning Support coordinator. There may be a period of time when the LS teacher provides in-class support to better ascertain the needs of the student. Should the concerns need the intervention of the LS teacher for a longer period of time, the meeting with the parents is scheduled.

At the meeting with the parents, would be present the Learning Support coordinator and the LS teacher. The observations and concerns will be shared by the Learning Support coordinator, with the parents. The Learning Support coordinator would then fill in the Student Information Form with the information received from the parents. This form is signed by the parents in agreement with the school to support the LS process and plan.

Student Information Form

Date:

This form is filled by the facilitator with the information given directly by the parents.

Name of Child: _____

Date of Birth: _____

Male/ Female: _____

Parents' Name: _____



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Address: _____

Contact No.: _____

Student's Nationality: _____

Native Language: _____

Languages spoken/ understood by student _____

Number of siblings: _____

Order of Birth: _____

Reason for referral: _____

Student's areas of strengths:

Student's areas of weaknesses:



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Siblings with developmental concerns: _____

Family history of developmental concerns: _____

Prenatal and Postnatal history: _____

Term of pregnancy: _____

Delivery history: _____

Childhood illnesses: _____

Developmental Milestones:

Educational Background:

Name of school	Period of attendance	Special services provided
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Present condition:

Vision: _____

Hearing: _____

Motor Skills: _____

Speech: _____

Communication skills: _____

Behaviour: _____

Socialization skills: _____

Self- help skills: _____



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Has your child been assessed or diagnosed before? YES/ NO

If yes, where and what was the diagnosis?

Parental expectations and comments:

Name of facilitator: _____

Signatures of facilitator:

Date: _____

Parent Declaration:

I _____, parents of _____, of grade _____, have shared all the relevant information about my child, which is true and complete to the best of my knowledge. I/we agree to work in collaboration with the staff of Neev in their efforts to provide the necessary support for my child's overall development and wellbeing.

Signature:



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Date:

At the end of the meeting the follow-up meeting is scheduled for a month from the present date when the IEP would be shared with the team.

In the month to follow the LS teacher would schedule in-class support sessions in collaboration with the Grade teacher. During these in-class sessions the LS teacher would further observe and assess the student's areas of concerns making a formal note of every interaction and observation. This information would be used to create the IEP for the student. The IEP would be created in soft copy.

INDIVIDUAL EDUCATION PLAN

STUDENT NAME:

GRADE/ SECTION:

STUDENT DOB:

ACADEMIC YEAR:

IEP DATE:

IEP FACILITATOR:

GRADE TEACHER/s:

PARENTS' NAME/ CONTACT DETAILS:

**AREA OF CONCERN: ACADEMIC / HEALTH/ BEHAVIOUR/ FINE & GROSS MOTOR/
SPEECH/ SENSORY SOCIO-EMOTIONAL**



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EXTERNAL SERVICE PROVIDERS:

STUDENT SUMMARY: Academic- current level of performance, areas of strength and weakness, learning style.	
Behaviour- peer relationships, class participation.	
Health- existing conditions, dietary issues, medications.	
Communication- clarity in speech, expressive and receptive language, languages spoken.	
Motor coordination- fine and gross motor functioning.	
Occupational- self -care, hygiene, skills	



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Personal- likes, dislikes, fears, hobbies.	
Parental concerns	

Measurable goal:

Goal Area: ___ Academic ___ Motor ___ Behaviour ___ gross/ fine Motor

Current level of performance:

Short term goal:	Method of assessment	Date achieved



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Responsibilities of the school:

- Before accepting a student with special educational needs as a candidate for the Diploma Programme, the coordinators should consider whether suitable arrangements, for both teaching and assessment, can be made for that student.
- In consultation with IB Cardiff (sen@ibo.org) appropriate subject choices will be made for the student.
- The coordinator would correspond with the IB Cardiff to request for special arrangements for the students, and would have the support of the head of school.
- Before submitting appropriate documentation to IB Cardiff, the school would obtain consent from the candidate and/or the candidate's parents or guardian.
- An application for special arrangements would be made on behalf of a candidate on a request form submitted by the coordinator or the head of school. A candidate or a relative or guardian of a candidate cannot submit an application directly.
- The application would specify which arrangements were being requested for and would clearly indicate when the support began.

Supporting documentation

Special arrangements would be based on the candidate's current condition and its effects on his or her performance in an assessment situation. The coordinator would be required to justify that special arrangements are necessary while the candidate is being assessed for the diploma or certificates.

The supporting documentation for a candidate must be a formal assessment from a medical or psychological service.

The support documentation requires to :

- be legible, on paper with a letterhead, signed and dated .
- state the title, name and professional credentials of the person (or persons) who has



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undertaken – the evaluation and diagnosis of the candidate

- state specifically the nature of the special need, and the tests or techniques used to arrive at the – diagnosis
- be consistent with the coordinator's request for special arrangements
- describe the functional limitations arising from the disability and their impact on learning
- include a summary (or conclusion) and recommendations as to which special assessment – arrangements are appropriate

Coordinators must:

- summarize the candidate's condition, updating, clarifying and drawing attention to any relevant details in the attached documentation
- provide details of special arrangements made by the school for class assignments, homework and examinations
- state precisely which special arrangements are being requested for
- state whether the same or similar arrangements have previously been authorized for the candidate by the IB or another examination board.
- Clear photocopies of documentation are required to be submitted. Documentation submitted will not be returned.

Special Arrangements:

Neev Learning Support policy allows for certain arrangements that can be made for the students requiring the same, in alignment with IBO. These would be approved by the IBO with submission of complete documentation. (IB –candidates with special assessment needs)

- **Additional time:** For written examinations, additional time is allowed, which is restricted to 15 minutes for each hour of the examination. If an extension to the deadline for the submission of work for assessment is required, an email to IB Cardiff (help@ibo.org) is mandatory.
- **Rest periods:** During a rest period the candidate is not permitted to continue working.



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Ten minutes per hour is normally authorized.

- **Information and communication technology (ICT):** The use of computers in other areas of assessment, such as the extended essay and internal assessment, is allowed. There would be no restrictions on the use of software aids such as spellcheckers. In written examinations a computer may only be used as a word processor, for the sole purpose of providing an alternative to handwriting.
- **Amanuenses:** A person who writes down the dictated response of a candidate for the requirements of an internal and/or external assessment component is permitted for all forms of assessment, where a candidate is unable to provide a handwritten response or use a computer.
- **Readers:** The role of a reader is to read the examination paper to a candidate and to read back the candidate's answers if requested to do so and is not confined to the written examinations; a reader may assist a candidate with all internal and external assessment components. Explaining instructions and answering questions about the rubrics of the examination paper (for example, how many questions to answer, time available for the paper) are permitted; however, the reader must not interpret or explain questions on the paper.
- **Communicators:** A communicator is someone who is able to convey information to a person with a hearing impairment through the use of lip-speaking, finger-spelling or sign language. A communicator may be used during examinations.
- **Prompters:** A prompter is a person who ensures that a candidate is paying attention to the examination. This arrangement would normally be authorized for candidates diagnosed as having a neurological or cognitive disability resulting in a severe attention problem. The means of prompting may be a gentle tap on the candidate's arm or desk/table. The prompt must not be given verbally.
- **Modifications to examination papers:** Modifications can normally be made to examination papers for candidates with visual or hearing issues. Candidates with a visual issue may require more than one form of modification, but it should not be assumed that the needs of all such candidates can be accommodated. Change in font size, use of coloured paper for printing, simplification of layout or visual complexity, simplification of language are the modifications that can be made to examination papers.
- **Audio recordings of examination papers:** The examination paper on a CD may be provided, but only in exceptional circumstances.
- **Audio recordings of responses to examination papers:** If a candidate is unable to provide a handwritten or word processed script, and an amanuensis is not a viable alternative, authorization may be given to audio record responses. However, this arrangement will only be authorized in exceptional circumstances, after other



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alternatives have been considered and rejected.

- **Transcriptions:** A transcript is a candidate's response to an assessment component submitted in a form other than the candidate's own handwriting. Transcription is justified when a candidate with a specific learning issue, or a physical disability, has very poor handwriting skills and cannot use a computer. Transcription is not available to candidates with poor handwriting for whom some form of special need cannot be diagnosed. The transcription must be on a piece of paper separate from the candidate's script. The transcription must clearly indicate that it is a transcription and include the printed name and signature of the transcriber. The candidate's actual script must not be annotated
- **Alternative venues for examinations:** If a candidate is too ill to attend school, but on medical advice is able to take the examinations at home or in hospital, authorization may be given for the examination to be taken at an alternative venue. In principle, the examination should be taken at the same time as other candidates in the group, but if necessary the application for an alternative venue may include a request to reschedule the examination.
- **Extensions to deadlines:** In the case of illness or accident when a candidate is genuinely prevented from completing work in time for the coordinator to submit the work to the examiner
- **Assistance with practical work:** for a candidate with a physical disability, permission can be given to have assistance with practical work. This arrangement is normally confined to the requirements of internal assessment.
- **Exemptions from assessment:** Exemptions are not normally granted for any assessment component of the Diploma Programme. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized. Before submitting a request for an exemption from a component, careful consideration would be given to whether all reasonable adjustments have been considered.

METHODS OF INSTRUCTION

English would continue to be the medium of instruction. Should English be a second language to the student, ESL sessions would be scheduled and included in the plan. The LS department would include ESL and work in collaboration with the ESL teacher.



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SCHEDULE FOR LEARNING SUPPORT AND REMEDIATION

The LS works at keeping its plan as inclusive as possible with the best outcome for the students as its primary goal. The schedule will depend on the areas of intervention and the difference in level between the student's current level and the optimal level the student is expected to achieve. The schedule may include sessions for in-class support or for individual support or could be a combination of individual and in-class sessions. This would be decided on in collaboration with the grade teachers. Once the schedule is created, a review would be done in a month's time to check the impact and progress. Changes would be made to the schedule as per the feedback from the teachers and the impact on the student's performance.

All services from out-of-school therapists would need to be scheduled outside of school hours to ensure that no school time is lost. In cases when the therapy plays a dominant role and would impact the smooth functioning of the student in school, permission could be given for the student to attend the therapy sessions even if it takes time away from the school hours.

INDIVIDUALIZED EDUCATIONAL PLANS:

Once the student's specific needs have been identified, the information gathered would be used to plan the IEP for the child. The student's interests, learning styles, strengths and weaknesses would be reflected in the IEP. The LS teacher will call and chair the IEP meeting. Attendance for the meeting would include:

- LS coordinator
- Class teacher and/or subject teacher
- Head of School
- DP Coordinator
- Parents

During the meeting the LS coordinator will review the copy of the IEP draft. Changes will be



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made according to the inputs received and decided upon during the discussion.

The IEP may include

- in-class support
- withdrawal from particular subjects to work with the LS teacher or ESL teacher
- particular learning strategies of support offered by the class or subject teacher
- in-house and external exam dispensations for students
- in-house assignment modifications made for student
- additional support offered at home by the parents or by privately hired tutors
- Professional support from a specialist outside the school
- Accommodations as stipulated by the IBO as per the assessed need of the student, for example- extra time or prompter or ICT or any other accommodation that would allow the student to exhibit his/her learning.

After the meeting, the LS teacher then rewrites the IEP with all the changes and recommendations agreed upon at the meeting. Once the IEP is finalized, it is signed by the LS teacher and coordinator.

The IEP is shared with all the teachers concerned so that they would also contribute to achieving the goals set down in the IEP. The LS teacher takes on the responsibility of ensuring progress is made. A portfolio of the student will be prepared that would reflect the progress in accordance with the IEP goals. The LS teacher will call for an all members meeting twice in a term to share the progress made by the students. At this time, the IEP would be reviewed and should new goals be required to be added, they would be discussed. If progress is not seen in certain goal areas, the same would be modified to accommodate the new understanding of the student's strengths.

Accommodations and Modifications

The IEP will specifically state the accommodations and modifications that would need to be made either in the physical environment or the implementation or the assessment methods chosen.

The accommodations required for the student, to ensure that his/her learning is effectively demonstrated, will be specified in the IEP. The accommodation would be given specific to the need of the student, aligned with the accommodations allowed for by the IBO.



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Program of study

The program of study for every LS student will be unique to the student, reflecting a clear understanding of the student's strengths that would be focused on while developing the areas the student needs support in. The Program of study would also include the student's learning style and the multisensory interventions. The LS teacher will consult with the DP coordinator and discuss with the specialists involved, if they are attending to the student, when developing the program of study.

The LS teacher will use the material and resources available to the students, as part of the units of inquiry, and will keep the program as inclusive as is beneficially possible for the student.

The student's learner profile and attitudes towards learning would be encouraged by the LS teacher. Academic and psychological counseling would be provided to the student and the parents, to support the process.