



ST ANDREW'S

INTERNATIONAL SCHOOL

Guide for Learning Support at St Andrew's School

Our Vision

Building a diverse community of lifelong learners to be a force for positive change through ethics and excellence.

Our Mission

As the pioneering International Baccalaureate school in The Bahamas dedicated to achieving excellence in education, and in partnership with our families, our mission is to:

- Challenge our students to develop a lifelong love of learning that extends beyond the classroom
- Inspire curiosity, open-mindedness and a commitment to personal excellence
- Foster a community of confident, creative and critical learners in an inclusive, respectful and safe environment
- Nurture in our students a sound ethical foundation that will inspire positive action, service and leadership
- Develop culturally confident global citizens who are able to succeed in any context
- Build a student-centered and family-oriented community

Introduction

St Andrew's is an inclusive International School that offers a wide range of Learning Support services to a diverse group of learners. Our three-tiered inclusive programme is designed to ensure that all of our students are fully accommodated according to their level of learning needs. Furthermore, each level of support is consistent with what contributes to quality inclusive pedagogy (UNESCO, 1994). Students identified as requiring Learning Support will be planned for accordingly through the use of an Individualized Education Plan (IEP). Differentiation to support inclusion is important to us.

Teachers are expected to offer equal learning opportunities for all, with assistance from our highly experienced learning support team.

The purpose of this policy is to outline a consistent framework that explains the Learning Support available to our students. We expect that this policy will increase the effectiveness and reliability of



Learning Support practices and make these practices explicit to the whole school community through collaboration and consultation.

Characteristics of Inclusive Service Delivery

The delivery of Learning Support at St Andrew's International School is characterised by a three-tiered support system. Each tier offers a different level of support to ensure that students' needs are well accommodated within an appropriate learning environment.

The table below explains the characteristics of the Learning Support we offer as part of each learning support tier. Each tier of learning support is subject to an additional fee above tuition.

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none">• Regular class teacher differentiation• 1 hour of learning support intervention (per 5-day weekly cycle)• Weekly teacher consultation• Individualised Education Plan (IEP) including:<ul style="list-style-type: none">- Informed classroom accommodations /recommendations- Individualised goals related to the student's needs- Testing/Exam accommodations (as stated in the Psych Ed. Report and based upon the school's ability to provide)	<ul style="list-style-type: none">• Regular class teacher differentiation• 3 hours of learning support intervention (per 5-day weekly cycle)• Weekly teacher consultation• Modified Curriculum/ Course Options• Specialist Lessons in the areas of Social Skills and Executive Functioning Skills (where required)• Individualised Education Plan (IEP) including:<ul style="list-style-type: none">- Informed classroom accommodations- Individualised goals related to the student's needs- Testing/Exam accommodations (as stated in the Psych. Ed. Report and based upon the school's ability to provide)	<ul style="list-style-type: none">• Regular class teacher differentiation• 5 - 6 hours of learning support intervention (per 5-day weekly cycle)• Modified Curriculum/ Course Options• Specialist Lessons in the areas of Social Skills and Executive Functioning Skills (where required)• Daily teacher consultation (as needed)• Individualised Education Plan (IEP) including:<ul style="list-style-type: none">- Informed classroom accommodations- Individualised goals related to the student's needs- Testing/Exam accommodations (as stated in the Psych. Ed. Report and based upon the school's ability to provide)

As our students progress through their learning journey, we offer fluidity in the support services available in order to ensure that all of our students are offered the appropriate Learning Support





according to their level of need. We recognise that some of our students have alternative future aspirations to that of the Diploma Programme pathway and so, such a consideration requires a structure which allows students to experience their own unique learning journey.

Primary/Secondary

Tier 1	Tier 2	Tier 3
Mild Learning Support	Moderate Learning Support	Intensive Learning Support

Tier 1 Learning Support

Tier 1 Learning Support offers learning support guidance for students with mild learning challenges. Students receive an Individual Education Plan that outlines each student's learning needs for teachers, and details the plan in place in order to accommodate those needs. Learning Support teachers are concerned with all aspects of students' learning and act as advisors to regular classroom teachers on how best to support the individual with curriculum content in the classroom. As well as this, Learning Support teachers provide pull-out Learning Support services in order to support the students' learning.

Tier 2 Learning Support

Tier 2 Learning Support offers learning support guidance for students with mild/moderate learning challenges. These students receive all of the benefits of Tier 1 Learning Support with additional hours of direct instruction from our Learning Support team. Tier 2 students follow the regular academic pathway with the option for adjustments to the curriculum and course options (where possible) in order to ensure that the students can achieve success at their level.

Tier 3 Learning Support

Tier 3 support offers intensive learning support in order to help students make steady progress at their level. Students are expected to be able to access the regular classroom environment relatively independently. The students are provided pull-out academic intervention in order to help develop the foundational skills required. In-class support is provided when necessary. Additionally, Tier 3 students follow the regular academic pathway with the option for adjustments to the curriculum and course options (where possible) in order to ensure that the students can achieve success at their level.





Tier Review Process

The level of Learning Support (Tier) offered is reviewed at the end of each academic year according to the evidence presented and discussed collaboratively during IEP meetings (Trimester 1 & 2), as well as any new evidence that could speak to an alternative level of support required (Trimester 3).

A recommendation, regarding which Tier of support would best suit the learning needs of a student should be supported by:

- At least two teacher surveys (Regular and/or Learning Support Teacher)
- CAT 4 GL assessment results
- Standardized Internal Assessments - MAP results (Primary School)
- Standardized Internal Assessments - Subject Specific Formative and Summative Assessments (Secondary School)
- An Educational Psychologist's recommendations, as part of a Diagnostic Evaluation (within 3 years of testing)

When a recommendation is made by the school, including recommendations for change to provision, the Head of Learning Support should request a meeting with the family, and potentially the learning support teacher, to explain the recent evidence and how the recommendation could potentially benefit the student's education.

Following the meeting, the Head of Learning Support should send a formal letter informing the family of the school's recommendation.

Recommendations are made with each individual student's success in mind. Should the family disagree with the school's recommendation, they must accept that their child's place at St Andrew's could be at risk if the School feels that it cannot appropriately meet the student's needs without this additional support.



Interventions and Services

Type of support	Setting	Instructional Staff	Interventions and Services
Teacher differentiation	General Education Classroom	General Education Teacher	<ul style="list-style-type: none"> ● Research based teaching instruction ● Continuous monitoring of performance ● Differentiated instruction ● Flexible grouping ● Learning centers ● Independent study ● Adjusting questions ● Choice activities ● Tiered assignments ● Any other individualized service based on the student's need
Teacher consultation	General Education Classroom	General Education Teacher Learning Support Teacher	<ul style="list-style-type: none"> ● A representative from the learning support team should be present at grade level (primary school) and English/math department planning meetings (secondary school) ● Targeted planning for intervention informed by Learning Support teachers knowledge of students' individual learning challenges ● Analysis of students' progress towards set goals (IEP) ● Regular review of individualized accommodations highlighted within a student's IEP <p>Tier 2 & 3 students</p> <ul style="list-style-type: none"> ● The Learning Support teacher should advise the regular classroom teachers on how to modify curriculum outcomes ● The Learning Support teacher should provide assistance with the planning of modified lessons according to the agreed outcomes as needed ● The classroom teacher is responsible for producing the materials required to support the student's access to the agreed modified curriculum outcomes <p>Tier 3 students</p> <ul style="list-style-type: none"> ● Learning Support teachers may provide in-class support informed by a clear understanding of each student's learning profile
Direct Support Facilitation (Pull Out)	Learning Support resource base	Learning Support Teacher	<ul style="list-style-type: none"> ● Learning Support teachers are expected to keep a plan book that outlines what is covered in each session. This should include the date, time and length of session, the skills covered and a note of materials used. ● Students should receive individualized skills based sessions that target the gaps in their learning which should be informed by an Educational Psychologist's Diagnostic Evaluation and progress made within the



			<p>regular classroom.</p> <ul style="list-style-type: none">• Students should receive guidance on how to access curriculum outcomes at grade level• Students should receive Executive Functioning instruction when applicable
Alternative Testing accommodations	General Education Classroom Learning Support resource base	General Education Teacher Learning Support Teacher	<ul style="list-style-type: none">• Accommodations for testing are outlined as part of the student's IEP• Teachers are required to follow testing/ exam accommodations for all forms of formative assessment• Accommodations will be made accordingly for all internal and external examinations

Criteria for Accessing Learning Support

Here at St Andrew's International School, we are inclusive by nature; however, we believe that effective inclusion is fully determined by the program design we have on offer. In order to "commit to the success of each individual child, accommodating differing aptitudes and abilities" (SAIS, 2019), we must be equally aware of our limitations and honor inclusive pedagogy to the extent that we have the means to resource it.

Students must fit the criteria below in order to ensure that they can fully benefit from the Learning Support we offer. An open and mutually respectful relationship between the school and parents is the foundation stone of success for the student. A lack of information can delay and hinder the school's ability to make an accurate diagnosis and start planning effective strategies.

Academic

- Submit a psychoeducational report with academic achievement levels and recommendations. Student can access a regular academic curriculum.
- Student is able to access formal testing prior to entry.

Behaviour

- Maintain positive behaviour and follow teacher directions across all school settings.

Communication/ Social skills

- A psychoeducational report should be submitted with language and communication information indicating strategies for pragmatic language and social skills development.
- Families must commit to supporting the school's recommendations and behaviour management strategies. For the most part, students with learning support needs must expect



to be treated the same as other students when it comes to discipline. Whilst the code of conduct applies equally to everyone, behaviour management strategies may be modified when disruptive or unwanted behaviours are clearly related to a student's diagnosis.

Initial Screening for Higher Levels of Learning Support

Some students are identified as requiring higher levels of learning support (Tier 1 - 3) when they demonstrate a significant discrepancy between their ability and the expected performance. Baseline data would compare the student's performance against the average expected performance of the majority of students at the corresponding age or grade.

Some indicators of a need of higher support levels include concerns/deficits in the following areas:

- Learning Performance
- Cognitive Ability
- Social Skills
- Communication/Language
- Executive Functioning
- Behavioral/Emotional

Tools Used for Determination of Higher Levels of Support

When your child joins St Andrew's School, we use a wide range of resources to identify specific learning needs. This includes information from parents/caretakers, transfer documents from previous schools, baseline testing, CAT4 tests, tests, MAPS tests, literacy and numeracy tests, application form information and any recognized psychoeducational reports.

Class teachers, learning advisors, subject leaders and heads of section closely monitor the attainment and wellbeing of students, including those who require learning support. The continuous monitoring of students will help identify any additional needs.

Graduated Approaches

The widely used 'Assess, Plan, Do, Review' cyclical model describes the

stages of best practice for learning support. If a student is making less than expected age-related progress academically, socially or emotionally, then the first response is high-quality teaching targeted at their area of weakness. Where progress continues to be less than expected, the subject teacher and the Learning Support Faculty will assess whether the child has a need for further Learning Support. Parents will be contacted at the point of referral.





Learning Support Referral Process

Newly Identified Need:

1. If there is a discrepancy between the expected performance and the student's performance, teachers are required to keep a log of progress. Furthermore, secondary teachers must report this to the student's Learning Advisor.
2. Where students repeatedly fail to reach their full potential the class teacher (primary) or the Learning Advisor (secondary) must report this to the Head of Learning Support.
3. The Head of Learning Support may ask teachers to complete a learning support referral form which can be received directly from the Head of Learning Support.
4. The Head of Learning Support will organize for a member of the learning support team to conduct in-class observations where appropriate.
5. The Head of Learning Support will share such concerns with the student's parents/guardians with support from a member of the relevant leadership team and the class teacher/learning advisor.
6. Aspects involving the student, curriculum, instruction, and environment will be analyzed in order to determine possible reasons for the student's underperformance and strategies to support this will be shared with teachers.
7. If the classroom interventions and differentiation of instruction are not meeting the needs of the student and where the evidence gathered suggests possible learning differences, a referral for a comprehensive psychoeducational evaluation will be initiated.

Psychoeducational Reports

An official psychoeducational evaluation must be provided to the school prior to a student receiving learning support services in order to accurately inform our teaching practice.

A typical psychoeducational evaluation may assess a child in the following areas:

- Cognitive and intellectual functioning
- Emotional and behavioral inventories
- Memory and learning tasks
- Academic achievement
- Personality measures
- Visual-motor skills

Psychologists may utilize some of the following methods to collect data about the child:

- Observation in familiar setting
- Self-report scales
- Rating scales
- Interviews

These assessments inform recommendations by an Educational Psychologist which teachers are expected to address with guidance from the learning support faculty.





Initial Evaluation	Purpose	Reevaluation Process
Following the Learning Support referral process parents/guardians will be advised to contact an Educational Psychologist who may then contact the school for further information.	The importance of the report is to better inform the delivery of learning support for students within St Andrew's School.	The importance of reports being up to date is twofold: firstly, the student's needs change and develop over time as they grow; secondly, outdated reports (over 3 years) cannot be submitted for examination access arrangements. The school requires that reports are updated every 3 years. Where reports are not updated, the student will be at risk of losing their place at school. Where the Learning Support department feels that a child's report is not appropriately detailed, or is not representative of their need, a new report may be requested.

The school has preferred Educational Psychologists that it works with; please contact the Head of Learning Support for further details.

Individual Educational Plan (IEP)

Students who have an up to date psychoeducational evaluation and are receiving Tier 1-3 support will be entitled to an Individual Education Plan (IEP), where recommendations/accommodations made by an Educational Psychologist according to their results, will be presented in order to inform teachers' practice.

Students who are diagnosed with a specific learning difference may benefit from IEP goals which help teachers to track progress specific to the student's needs. Strategies and accommodations to support such goals are informed by the student's psychoeducational evaluation.

IEP Team Members	IEP Goals	Progress Monitoring	IEP Content Areas
<ul style="list-style-type: none">• Head of Learning Support• Learning Support Teacher• General Education Teacher• Parents• Where appropriate, Secondary School students	<p>Individualized goals in the applicable areas:</p> <ul style="list-style-type: none">• Academic• Communication• Behavioral• Social/Emotional• Independent/Executive Functioning	<ul style="list-style-type: none">• Progress monitoring data must be reviewed each term.• IEP meetings in October and February• Annual progress report in June	<ul style="list-style-type: none">• Current Level of Performance• IEP Goals• Levels of Support• Accommodations/Recommendations• Summary of psychoeducational evaluation





Student Needs Document

Students with a history of learning support needs (formal diagnosis) will be monitored as they progress through the school. If a learning support referral is made following an out of date educational psychologists' report, then the learning support team will put together a 'Student Needs Document' with recommendations suggested by an educational psychologist in a previous outdated report to help support teachers' practice, while further evidence is gathered to inform a request for an official updated report.

For students awaiting a report due to the availability of appointments with an educational psychologist, a planning meeting will be held, led by the Head of Learning Support, including all teachers. The learning support team will put together a 'Student Needs Document' based on suggested good practice. This will be used as a planning document until an official report is provided to the school.

Some students diagnosed with learning support needs by an educational psychologist at an early age make significant progress due to the learning support provided throughout their primary school years. Sometimes we find that these learning needs can reappear further down the line in secondary school. Where this is the case, the 'Student Needs Document' will act as an interim document to support students that have previously had a diagnosis and are awaiting a re-evaluation of learning needs.

Where a student, who previously accessed learning support, is not currently accessing support but has an up to date psychoeducational evaluation, teachers will be provided with an 'Educational Profile' in order to inform teachers' differentiation strategies and appropriate accommodations.

Progress Monitoring

All students are regularly assessed within the school's assessment policy. Teachers conduct formal assessments on a regular basis, and grades are uploaded on Managebac.

Regular assessment and ongoing monitoring allows teachers to identify those who are finding it difficult to engage in learning activities and are making less than expected progress given their individual circumstances.

In addition to Managebac, parent teacher conferences (PTCs) are held at regular intervals and parents are encouraged to use the open door policy to discuss the progress of their children in school. St. Andrew's prides itself on the communication between parent, student and school.

IEP meetings, which discuss students' progress towards their individual IEP goals, are covered under 'Parental Involvement'.





Additional Services

Learning support services are allocated according to our three tier support system. Our experienced learning support teachers work fluidly between tiers to ensure that students are provided with the relevant amount of support according to their needs.

The learning support teacher and the general education teachers have a responsibility to make informed decisions on the suitability of support on offer according to individual needs. This will either come in the form of inclusion support or direct instruction (pull out). Students are only taken out of lessons where it is evident that intervention outside of the general education classroom would be more beneficial. Furthermore, inclusion support is more regularly provided within English and Mathematics where there are large concentrations of students identified as needing intervention.

As detailed above, should parents not agree with a recommendation for support, the school reserves the right to withdraw the child's place at St Andrew's, should the Learning Support Department and Leadership feel that the school cannot appropriately meet the student's needs without this additional support.

Parents of students who require an aide or teaching assistant at all times must provide their own. The school can recommend staff based on past experience.

Teacher Involvement with Learning Support

Our teachers have high expectations and aspirations for all students, including those on learning support. Teachers are expected to use strategies and accommodations highlighted in a student's IEP to inform differentiation within their lessons. Learning support teachers meet regularly with classroom teachers to support planning decisions and reflect upon strategies and accommodations being used.

Learning Advisors in the secondary school have a responsibility to refer to a student's IEP during one to one sessions. Additionally, teachers work with the learning support team to ensure that a student's well being is highly prioritized.

Teachers provide excellent feedback to all students in assessed pieces of work in order to highlight next steps and how to improve further. This is explained further in the Assessment Policy.

Instructional Staff Continuous Training

- Dissemination of resources relating to best practice for learning needs/differentiation
- School reference library
- Formal and informal meetings to discuss progress of individual students
- Contribution to PD sessions and training days



Curriculum Design

St. Andrew's envisages that the majority of our students will follow the traditional school curriculum built around the PYP, MYD and DP pathway, however a small number of students may have a need of a more personalized curriculum to match their individual needs.

Students that are not yet ready to access the mainstream PYP Curriculum are accommodated through Learning Support services. These services include in class inclusion support and pull out direct instruction. This support will enable students to work on an adapted curriculum aimed at improving basic skills, personal management and social interactions.

In some cases it may be suitable for Secondary students to drop one or more subject in order to receive direct instruction from a learning support teacher (pull out).

Testing Accommodations

Students identified as requiring learning support may/may not be entitled to any of the following in external examinations.

- Adapted test paper (different color for dyslexia, or large print)
- Smaller or individual room (ADHD or social issues)
- Extra time usually (up to 25%)
- Use of a laptop (for students with motor skills issues who usually use a laptop for school work)
- Dictionary (ESL)
- Calculator

These must be applied for via the appropriate (DP, IGCSE, SAT, PSAT, BJC and BGCSE) examinations officer in charge of the exams administration. Up to date documentation is normally required to receive these accommodations.

The Head of Learning Support will ensure that this process is completed, working alongside Examination Officers.

Inclusion Opportunities

St Andrew's inclusive education system values diversity and the unique contributions each student brings to the classroom. Inclusive education means that different and diverse students are learning side by side in the same classroom or participating in school wide activities together.

All students at St Andrew's are invited to take part in all activities. The school will make reasonable adjustments to ensure that all students can participate fully and safely in all school activities. Risk assessments will take into account any potential issues and ensure that all eventualities have been planned for.

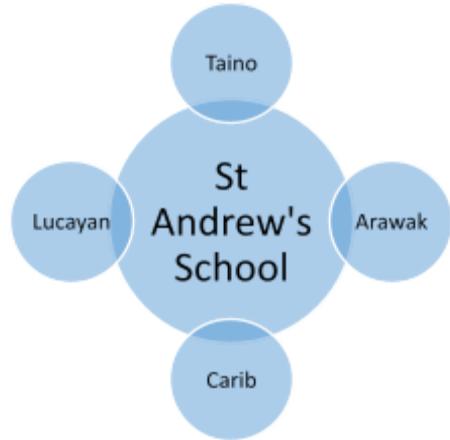


Schoolwide Support System

All students are supported by the school's exceptional pastoral team. When a student starts their academic journey at St Andrew's they are placed into one of 4 houses Taino, Arawak, Carib and Lucayan. Students in the primary are supported by their class teacher throughout the day, along with the Vice Principal and Deputy Vice Principal.

Students in secondary are placed within vertical learning advisory groups, so not only do they get the support of their advisory teacher and head of house, but they receive the support from the children (grades 6-10) in their advisory groups.

All students participate in a session of 15 minutes every morning focusing on collective well being, backed up by the One to One mentoring program delivered by the advisory teacher.



English as a Additional Language (EAL)

Students whose primary language is not English, will receive intensive instruction in order to increase language proficiency for social and academic contexts. EAL students will receive differentiated instruction in a general education setting, and if necessary, a student may receive individualized direct instruction in the Learning Support Classroom in addition to support from the EAL teacher. The school also has preferred outside EAL tutors that it works with, please contact the Head of Learning Support for further details.

Parental Involvement

- All parents who have a child on Learning Support will be invited to two annual reviews and will receive two updated IEP's per academic year.
- Parents must understand that there must be a strong home-school partnership in order for IEPs to be effective. Each new IEP must be approved by parents and will not be implemented without this approval.
- Parents can visit the Learning Support Department at any point during normal school operating hours, with an appointment
- The Learning Support department is available at all Parent Teacher Conferences. Appointments are preferable.
- Parents are invited to make written comments before the review and to contribute to it
- Parents are an essential part of the Assess, Plan, Do, Review cycle
- Learning Support staff are available at all open evenings.