Additional Support Needs (including English as an Additional Language) Policy
Primary & Secondary Years

1. **Policy Statement**

1.1 Nord Anglia International School Hong Kong is committed to developing the strengths of all learners and endeavours to teach pupils strategies to overcome any barriers to learning. ⊠

1.2 We aim to provide an inclusive environment where barriers to learning are removed so that each child can thrive and develop to their fullest potential both socially, emotionally and intellectually. All pupils have equal access to the curriculum and are represented in the choice of resources and activities provided. ⊠

1.3 This policy seeks to inform teaching and learning throughout the school as well as ensure that the provision of 'learning support' is made for pupils with any additional support need.

1.4 The term 'Additional Support Need' (ASN) refers to any need that may present a barrier to learning. This includes English as an Additional Language (EAL).

1.5 Understanding the needs of all pupils is a responsibility of all teachers in the school, the Head of ASN, the Head of Pastoral Care and other members of the Senior Leadership Team. The school is committed to a fully inclusive approach to any ASN. ⊠Therefore all teachers are teachers of both ASN (including EAL).

1.6 The ASN Department in the school consists of a full time Head of ASN, overseeing full time ASN and EAL teachers. These teachers hold specialist qualifications and expertise in supporting pupils with a range of needs. ⊠

1.7 This policy is updated by the Head of Pastoral Care, as member of the Senior Leadership Team responsible for overseeing the ASN department at Nord Anglia International School, Hong Kong. ⊠

2. **Aims**

2.1. To implement good practice and compliance with current legislation, where applicable.

2.2. To anticipate and meet the needs of those pupils identified as having any additional support needs. ⊠

2.3. To ensure that no pupil is discriminated against, in any area of school life, on the basis of an additional support need. ⊠

2.4. To ensure that wherever possible, reasonable steps are taken to ensure equal access to learning, ⊠regardless of additional support need. ⊠

2.5. To identify, at the earliest opportunity, any pupil who may have additional support need.

2.6. To ensure that all teachers are aware of each pupil's needs, and that such needs are the shared ⊠responsibility of all staff. ⊠

2.7. To ensure that all pupils' records include information relating to their additional support need, any interventions that have been provided and the outcomes of such. ⬚

2.8. To conduct regular reviews of the pupils' progress. ⬚

2.9. To work in partnership with the pupils and their parents at all stages. ⬚

2.10. To include the pupils in making decisions about the types of intervention and the targets for action. ⬚

2.11. To provide a regular INSET / Continuous Professional Development (CPD) programme for teachers.

2.12. To provide support for teachers so that all are able to support pupils' needs with reasonable adjustments for the individual learning needs of pupils.

3. Purpose

3.1. To ensure that pupils are fully engaged in class or whole school activities. ⬚

3.2. To remove barriers in order to access learning. ⬚

4. Scope

4.1. This policy applies to all members of the school community. ⬚

4.2. This policy applies when the pupil is in school but also when the pupil is:

- Taking part in any school-organised or school-related activity or ⬚
- Travelling to or from school or ⬚
- Wearing school uniform or ⬚
- In some other way identifiable as a pupil at the school, for example online. ⬚

5. The definition of Additional Support Needs (ASN)

5.1. A pupil has 'Additional Support Needs' when they have a 'learning challenge', which calls for special educational provision to be made for them, this is known as 'Learning Support'. ⬚

5.2. Additional support needs can include, but are not limited to:

- Having significantly greater difficulty in learning than the majority of children of ⬚similar age ⬚
- Learning challenges ⬚
- Long term absences ⬚
- Gaps in Learning ⬚
- English as an Additional Language
- Social Emotional and Behavioural Difficulties

5.3. Mild specific learning difficulties do not automatically equate to a 'learning difficulty'; however, the School recognises that pupils with specific learning difficulties may at various key stages in their education need support to develop their study skills within the context of our school.

6. Responsibility for coordinating and monitoring ASN

6.1. The School's Head of Pastoral Care, is responsible for the general oversight of the ASN department in the school, which includes the provision of EAL. ⊠

6.2. On a daily basis the school's Head of ASN is responsible for managing the ASN arrangements and for monitoring and evaluating the progress and needs of pupils with ASN/EAL. ⊠

6.3. The organisational chart for the ASN department can be found in appendix 1. ⊠

6.4. Expectations for the role of the Head of ASN and Teachers in the ASN team can be found in appendices 2 and 3.

7. Arrangements for coordinating the provision of ASN

7.1. The provision of ASN support (intervention) is additional to, or otherwise different from, the educational provision made generally for children of their age in schools. ⊠

7.2. The school is committed to making appropriate provision of teaching and pastoral support for pupils with additional support needs.

7.3. Provision for pupils with ASN is a matter for the school as a whole. All members of staff are expected to be aware of the learning and pastoral needs of every pupil that they teach and to make their best endeavours to meet each pupil's need. ⊠

7.4. The needs of individual students are expected to be identified in the planning for each lesson, demonstrating a knowledge or and adaptation for specific pupils' needs.

7.5. All teachers are expected to refer to the ASN information available from the Head of ASN, the pupils Head of House, or from the whole school MIS (iSAMS) in order to keep fully informed of pupils' needs and the recommendations for their support. ⊠

7.6. We aim to provide a graduated response to match each pupil's level of need (see appendix 4).

7.7. Pupils are encouraged to take an active role in managing their learning and to set themselves high standards.

7.8. Parents are involved in decision-making and are kept fully informed of the recommendations, actions and interventions/provisions at all stages, by email, telephone consultation and meetings.

7.9. In Secondary, any relevant information is sent to the House Tutor and Head of House. ⊠

7.10. At our school we will provide provisions/interventions, tailored to the individual, in order to support pupils with ASN. This is not limited to the following:

- Establishing trusting and positive relationships with children ⊠
- Differentiation ⊠
- In-class support ⊠
- Team teaching ⊠
- Withdrawal – small group and 1:1 ⊠
- Discrete EAL teaching ⊠

- Pupil information Management ⊠
- Access Arrangements for assessments ⊠
- Support and advice for teachers
- Liaison with Individual Support Assistants (ISAs)⊠
- CPD for teachers ⊠
- Communication with parents ⊠
- Chill zone ⊠
- Proactive management plans ⊠
- Individual Support Plans (ISPs) ⊠
- In school resources ⊠
- Parental involvement ⊠
- Workshops for parents ⊠

7.11. Parents have the overall responsibility for taking decisions about the management and provision of their children's additional support need. Parents who wish to arrange their own tuition outside of school should make their own arrangements. However, they should endeavour to ensure the school is given copies of all reports received. Parents should try to ensure that such tuition does not conflict with the school curriculum.

8. English as an Additional Language (EAL)

8.1. English as an Additional Language (EAL) is where a pupil's first language is defined as any language other than English, which a child was exposed to during early development, and continues to be exposed to in the home or the community. ⊠

8.2. The school is committed to making appropriate provision of teaching and pastoral support for pupils for whom English is an additional language.

8.3. We aim to ensure that all EAL pupils are able to use English competently and confidently in order to access the full curriculum and play a full part in the life of the school. ⊠

8.4. The school recognises that our EAL students come from a variety of backgrounds with different experiences of learning English. We believe the multilingualism of our EAL pupils enriches our school and our community. We believe there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of EAL pupils' learning and success. ⊠

8.5. Provision for pupils with EAL is a matter for the school as a whole. All members of staff are expected to be aware of the learning needs of every pupil that they teach and endeavour to meet each pupil's need. ⊠

8.6. The needs of individual students are expected to be identified in the planning for each lesson, demonstrating a knowledge or and adaptation for specific pupils' needs.

8.7. The EAL staff will provide additional support input (see section 9) for pupils whose primary language is not English and who are referred for support .⊠

9. Arrangements for coordinating the provision of EAL ⊠

9.1. EAL support (or intervention) is additional to, or otherwise different from, the educational provision made generally for children of their age in schools. ⊠

9.2. All Primary and Secondary teachers are expected to refer to the EAL information available from the Head of ASN, the pupils Head of House or from the whole school MIS (iSAMS) in order to keep fully informed of pupils' needs and the recommendations for their support. ⊠

9.3. In Secondary, any relevant information is also sent to the Tutor and Head of House.

9.4. Pupils are encouraged to take an active role in managing their learning and to set themselves high standards.

9.5. Parents are involved in decision-making and are kept fully informed of the recommendations, actions and interventions/provisions at all stages, by email, telephone consultations and meetings.

9.6. THE ASN team will provide a graduated response to match each pupil's level of English ability.

　9.6.1. Language classes scheduled throughout the school - children who are beginners at English will attend EAL sessions in place of Mandarin and in exceptional cases, Spanish.

　9.6.2. In the Primary School, EAL sessions focus on curriculum content and key English skills. Weekly planning meetings are timetabled for EAL and class teachers to co-plan.

　9.6.3. In the Secondary School, Year 7 and 8 EAL sessions support the English curriculum by pre-teaching vocabulary and reviewing subject content. In Year 9 and above, key vocabulary in Science, Geography and History is taught and key study skills introduced.

　9.6.4. Pupils will exit English as an additional language during language sessions when:

- The pupils have reached an acceptable level of progress – determined through assessment result and during the PPR cycle.
- The class teacher confirms that the pupil can hold a conversation in English and access curriculum content independently.
- The pupils have demonstrated the ability to cope with curriculum content with minimal or no additional support (from the class teacher or TLA).
- The pupils have shown significant progress in attainment levels during in class assessments.

　9.6.5. Review of progress and support will take place at every Pupil Progress Review Cycle. This means that pupils who meet the criteria to exit EAL sessions will continue to receive support in class, if needed.

　9.6.6. EAL teachers will team-teach with class teachers and will help differentiate tasks and assist ⊠with lesson content. This may mean altering the task slightly,

teaching a more suitable pace or team teaching. This way the pupils are able to acquire the language skills necessary to access the British National Curriculum, and to be able to function effectively in a British International School environment. ⌧

10. **ASN Referral procedures**

10.1. For pastoral, behavioural and attainment: ⌧

10.1.1. Pupils can be referred from the Admissions team

10.1.2. Pupils may be referred during the pupil progress review (PPR) system. Otherwise; ⌧

10.1.3. Primary Class Teachers share pupil concern with the Year Leader and will seek strategies from⌧them and parents.

10.1.4. Primary Class Teachers and Year Leader approach Head of House/House⌧Tutor for advice/support materials

10.1.5. Secondary subject teachers will share their concern with the House Tutor and/or Head of House who will assist in developing strategies and targets

10.1.6. If strategies implemented in §10.1.3-10.1.5 are unsuccessful, contact the ASN department for advice and support materials

10.1.7. If more in-depth support is required, a referral form is to be completed and sent to the Head of ASN using the document template provided

10.1.8. The referral will be allocated to an ASN teacher by the Head of ASN⌧for evaluation and intervention planning.

10.2. For EAL provision/intervention:

10.2.1. Pupils can be referred from the Admissions team

10.2.2. EAL and class teachers observe pupils who are not native English speakers:

- If a pupil is struggling in certain subject area(s), the teacher must plan differentiated materials and ensure additional resources such as ⌧dictionaries/word-banks are readily available ⌧

- The teacher must report the challenges observed to the Head of ASN for ⌧further action using the document template provided.

11. **Evaluating the success of any ASN provision(s)**

11.1. The school makes its best effort to evaluate the success of its provision, including:

- Consultation with class/subject teachers, House Tutors and Head of House regarding the outcomes ⌧and recommendations of Learning Support ⌧

- Consultation with and involvement of parents and pupils ⌧ regarding the outcomes ⌧and recommendations of Learning Support ⌧

11.2. In evaluating the success of provision, the ASN department is able to refer to the following non exhaustive list:

- The numbers and patterns of pupils referred for Learning Support ⌧
- The range of needs addressed and the range of support put in place ⌧
- The involvement of teachers and outside agencies ⌧
- The status of the ASN register ⌧
- Progress made on Learning Support targets agreed with the pupil ⌧
- Progress made against progress scores and/or screening tests ⌧
- The effectiveness of INSET/CPD delivered and of lesson observations and feedback ⌧
- Records of meetings ⌧
- Records of any complaints and how these were resolved ⌧
- Records of exam/test results with pupils ⌧
- Comparison of exam/test results before and after ASN interventions ⌧
- Analysis of summative assessments results, including IGCSE results of pupils who have received support ⌧
- The effectiveness of provision plans and any need for further support ⌧

11.3. Given that teaching and learning is a matter for the whole school, it is not always possible to quantifiably measure pupils' progress resulting form support provided from ASN.

12. Admissions Process for ASN and EAL

12.1. ASN

12.1.1. All pupils who have an ASN indicated at admissions, or are suspected to have a potential ASN by the Admissions team, should be informally interviewed and assessed by a teacher allocated by the ASN department prior to admission.

12.1.2. The ASN team will then feed back to the Admissions team and/or the relevant Assistant Principal to report on the potential need for support and the current capacity of the department.

12.1.3. This will support the final admissions decision

12.2. EAL

12.2.1. Prior to being offered a place by the Admissions department, all new pupils entering the Secondary school must be assessed by the ASN department to ensure that they will have sufficient English to be able to cope with public examinations by Year 10 .

12.2.2. For new Primary age pupils, Admissions will inform the ASN department in advance of pupils who may require EAL support.

12.2.3. Observation and/or formative assessment will be made by a teacher allocated by the Head of ASN will help determine the level of EAL need and the support provision to be applied.

13. Independent Support Assistants (ISAs)

13.1. All classes from Years 1-6 have a dedicated Teaching and Learning Assistant (TLA) and all children should have equal access to this additional support. ☒

13.2. If a pupil requires significantly more support than other pupils, then parents may be required to appoint a full/part-time ISA at their own expense. ☒

13.3. The ASN department will liaise regularly with the ISA and parents to ensure appropriate support is in place. ☒

13.4. Refer to the ISA document (in Appendix 5) for further information. ☒

14. Working with parents

14.1. Parents are closely consulted regarding their child's needs at all stages. They are kept fully informed of concerns, recommendations and outcomes by email, telephone consultations and meetings.

15. Involving pupils in their learning

15.1. Nord Anglia International School, Hong Kong has high expectations of all pupils and where appropriate, encourages pupils to take responsibility for their learning. ☒

15.2. Depending on the individual, we aim to keep pupils involved in identifying areas for support and in agreeing targets.

15.3. The ASN department monitors the progress of the pupils and invites them for reviews following exit from direct ASN support provision. ☒

18. Conclusion

Our belief is that at Nord Anglia International School Hong Kong, we must encourage all pupils to develop their personal skills and to become successful independent learners. Each pupil will be supported towards achieving their full potential; academically, socially and emotionally, as we appreciate that each child may need support at some time, whether with behavior, a specific learning difficulty, such as dyslexia, or an emotional need (e.g. as a result of a divorce or bereavement).

The aim of this policy is to give some structure as to how the school will ensure that pupils who have additional support needs are to be assisted. Although comprehensive, the strategies given are not exhaustive.

This was created by:

David Boyd   Head of Pastoral Care   September 2015
Updated by:
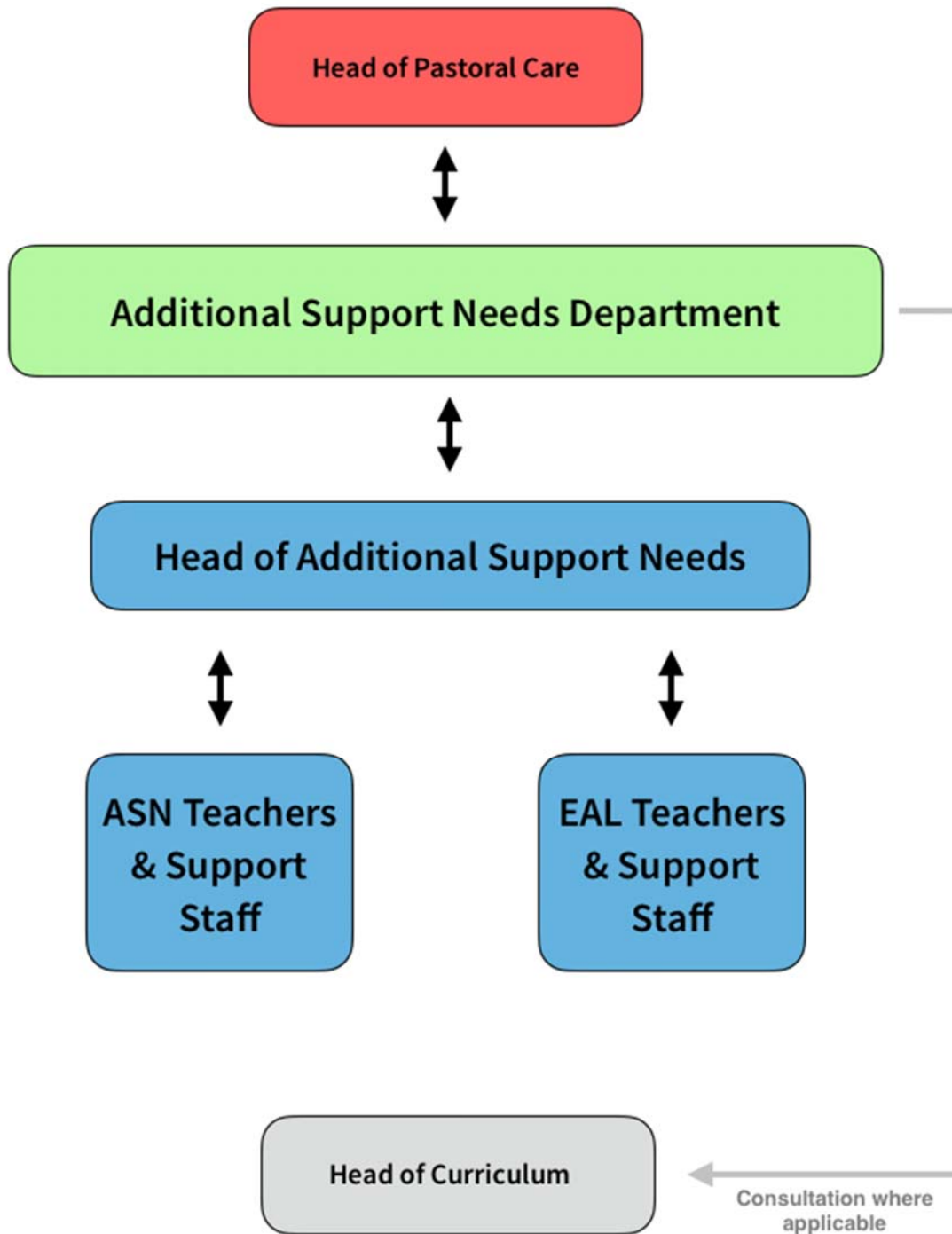David Sheehan   Head of Pastoral Care   November 2016
To be reviewed: April 2018

This Policy Links to:

1. Behaviour Policy
2. Anti Bullying Policy

3. Admissions Policy

Appendix 1.

Appendix 2.

Responsibilities of the Head of ASN

- Ensure all pupils have access to equal opportunities ⊠
- Co-ordinate the provision of Additional Support across the school by means of a staged ⊠intervention approach (Appendix 2) ⊠
- Allocation of resources ⊠
- Liaise with Senior Leadership Team, Heads of House, Heads of Year and any relevant ⊠external agencies ⊠
- Ensure appropriate support is in place for every individual referred to the ASN ⊠department
- Oversee provision for pupils with proactive risk management plans and individual ⊠support plans ⊠
- Moderate standards of marking and planning, whilst overseeing timetables, teaching ⊠and ASN classroom practice ⊠
- Oversee necessary assessment arrangements during termly assessment cycles and ⊠national tests ⊠
- Plan, organise and deploy resources effectively ⊠
- Administer Individual Support Plans (ISPs), Personal Emergency Evacuation Plans and other ⊠procedures efficiently. ⊠
- Liaise with parents, colleagues and external providers and agencies to ensure the best, ⊠most effective provision for each pupil. ⊠
- Encourage pupil attainment and achievement across the school. ⊠
- Promote a positive school ethos. ⊠
- Deliver staff training ⊠
- Oversee transitions ⊠
- Manage the Teaching and Learning Assistants and their Continuing Professional ⊠Development ⊠
- Conduct the Professional Development Reviews of ASN teachers and teaching and learning assistants
- Support the school Development plan ⊠
- Monitor department budget ⊠
- Refer to external agencies to support students as required by parents ⊠
- Oversee training and suitability of Individual Support Assistants (ISAs) ⊠
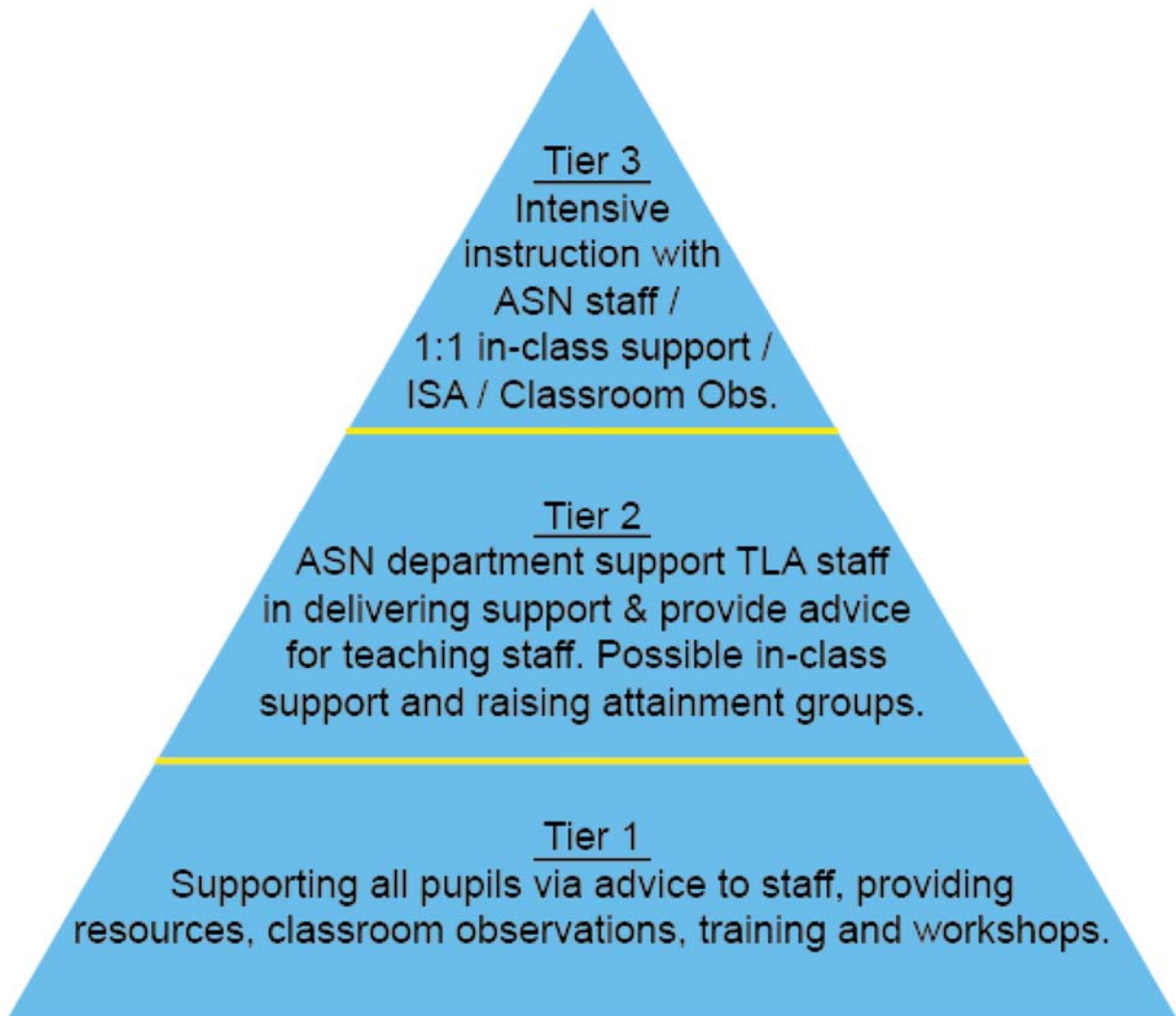
Appendix 3.

Responsibilities of ASN teaching and support staff

- Inspire trust and confidence in pupils, colleagues and parents
- Engage and motivate pupils
- Continually strive to develop the quality of pupils' learning
- Use the pupil tracking and monitoring process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities
- Contribute to school improvement / development planning and promote the learning priorities of the school development plan
- Promote the wider aspirations and values of the school
- Make effective use of formative and summative assessment to plan challenging learning opportunities for all pupils
- Monitor and record pupils' learning to ensure they remain on track to achieve challenging targets
- Report on progress to appropriate stakeholders
- Establish a purposeful and safe learning environment for all pupils
- Promote the general progress and well-being of individual pupils and of the tutor group as a whole
- Communicate effectively with parents of pupils, liaising with other staff as appropriate
- Liaise with external agencies and professionals through the Head of ASN
- Teach pupils so that they achieve their best
- Plan effective teaching programmes which provide exemplary learning opportunities within and beyond the classroom
- Positively target and support individual learning, emotional and behavioural needs
- Maintain high levels of behaviour and discipline
- Effectively using homework and other extra-curricular learning opportunities
- Establish a purposeful and safe learning environment
- Liaise with external agencies working with assigned pupils
- Use modern technology to enhance learning opportunities
- Produce and monitor Individual Support Plans (ISPs), as required
- Collaborate with Individual Support Assistants (ISAs)

Appendix 4.

Tier 3
Intensive
instruction with
ASN staff /
1:1 in-class support /
ISA / Classroom Obs.

Tier 2
ASN department support TLA staff
in delivering support & provide advice
for teaching staff. Possible in-class
support and raising attainment groups.

Tier 1
Supporting all pupils via advice to staff, providing
resources, classroom observations, training and workshops.

Appendix 5.

ISA Guidelines for Parents

Dear Parent/Carer,

Although an Individual Support Assistant (ISA) is paid for and employed by yourself, there are a few guidelines which request are followed.

Please note that prior to starting, the ISA will require a sexual convictions check by Police, and cannot start work without this. Once they have a clear sexual convictions check and have shown their certificate to our Human Resources (HR) department they can start. This needs to be arranged in advance. This takes approximately 1-2 weeks. If you contact us, we can help to arrange this. Please see notes at end for further information.

Please let us know when you have arranged an ISA and inform us of their prior experience, qualifications etc. Please arrange for your ISA to visit the school beforehand, to meet with the class and ASN teacher. This will allow them to discuss your child's needs, organize break times, badges, fire drill etc. As your child requires a full time ISA, lunch breaks should be no longer than 30 minutes to minimize the impact on other children.

If the ISA is unable to attend school to support your child, please let us know as soon as possible. We will do our best to support your child however we reserve the right to ask your child to remain at home if we cannot provide additional support ourselves.

In order to fully support your child, we may arrange regular meetings with the ISA so we can discuss next steps, difficulties etc. However, if we have any concerns we will contact you directly. If your child has an Individual Support Plan (ISP), meetings with yourself will be arranged at least once every 3-6 months. It would be helpful if the ISA could also attend these meetings.

We often run training courses that may be applicable for the ISA. We will inform you of these as and when they arise. If you feel your ISA needs any training, please speak to the Head of ASN, who may be able to support this.

The dress code is professional dress only. The following items should not suitable: denim, trainers, hiking boots, slip on shoes, shorts, strappy vest tops or leggings. Skirts should be not shorter than just above the knee and tops should not be too revealing.

If you have any further questions regarding the appointment of an ISA, please do not hesitate to contact the Head of ASN.

Signed_____ (parent)   _____(Date)

NOTES
The criminal record/sexual convictions check needs to take place at the police headquarters. For this check, you do not need to make an appointment in advance. The procedures are as follows:
1. Since the criminal record check is only verbal confirmation, please ask one of the parents to accompany the helper/ISA to go the police headquarters and to be a witness to listen to the result together. Both of them are required to bring ID for the check. The sexual convictions record check can be done at the same time.
2. Please take a ticket for the check on arrival
3. After the result has been checked, please write a declaration letter to us to confirm that the ISA does not have any criminal record and please also attach the receipt to us as a supporting document.
4. After all the required documents have been given to us; then the ISA can work in the school.