



**THE BRITISH
INTERNATIONAL SCHOOL
BUDAPEST**

A NORD ANGLIA EDUCATION SCHOOL

Student Support Policy and Procedure

Student Support Policy 2021

Current Version: 21st September 2021

Review period: 2 years

Responsibility: Principal, HoSSS

Next of review: Sept 2023

Related policies: Admissions Policy; Word Processor Policy; Exclusion Policy

We nurture each student's ambitions, through the development of the skills, resources and dispositions to thrive, in school, through university and throughout life.

1. INTRODUCTION

- 1.1. Our school offers a challenging educational environment that is directed towards external examinations at age 16 (I/GCSE) and aged 18 (IBDP). The specific nature of our school means that we are not suitable for all children.
- 1.2. BISB aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.
- 1.3. Our school admits children with a wide range of learning needs and we endeavour to make their educational experience successful. We are aware that providing support for learning is the key to educational success and we aim to provide a framework of support for learning throughout the school. The form that this takes varies according to the needs and ages of the students.
- 1.4. Resources for student support are not limitless and so it is important that we do not admit students to the school where we do not have the resources to support them, due to the nature of the support required and/or due to the number of children already supported.
- 1.5. This policy complies with the statutory requirements laid out in the SEN code of Practice 0-25(2014) and has been written with reference to: Equality Act 2010, SEN COP 2014, Schools SEN Information Report Regulations (2014) and Teacher standards (2011).

2. CONTINUITY OF EDUCATION

- 2.1. At BISB we aim to provide a broad and balanced curriculum for all students, in a learning environment which is caring, challenging and stimulating. This enables students to feel confident and valued in that their contributions are recognised regardless of ability, gender or culture. We aim to support students' learning to enable them to reach their maximum potential academically, physically, emotionally and socially. When planning, teachers set suitable learning challenges and respond to students' diverse learning needs. Some students may need additional help or different help from that given to other students of the same age. Students may have additional needs either throughout or at any time during their school career. We recognise that the learning needs of any individual child can change as the child grows and develops. This means that judgements made on admission to the school may be

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subject to review as a student progresses through the school. No expectation of automatic progress through the school should be inferred from admission at a particular age.

- 2.2. Nord Anglia Schools follow guidance and recommendations made by the UK Special Educational Needs (SEN) Code of Practice (2014) to adopt a graduated response to student needs that encompasses an array of strategies. This approach recognises that there is a continuum of additional needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.
- 2.3. This policy also sets out what action may be taken on occasions when the school is unable to continue to meet all of the additional learning needs of an individual child already enrolled in the school. This may happen at any age. In cases where the needs of the student are judged to be beyond the limits of provision of the school, we will work with parents to make decisions about future educational provision in the best interests of their child, in our school and beyond.
- 2.4. Our school has a Student Support Services team to oversee support provision. The team is led by the Head of Student Support Services. We are able to support children with mild learning difficulties. Parents will be consulted if a child is experiencing particular difficulties. The expectation the school has for secondary school children is that they should largely be able to access the curriculum without significant learning support within a mainstream classroom environment. Enrolled students should be expected to achieve a rate of progress which indicates success at I/GCSE and IBDP examinations.
- 2.5. There is a limit to the support that the school provides. There is also a limit to alternative specialist support in a range of languages other than Hungarian available within the city. This means that in some cases the school is unable to call in or refer families to the appropriate specialist support that an individual child may need. The school is therefore unable to accept children with significant learning needs.

3. ADMISSION

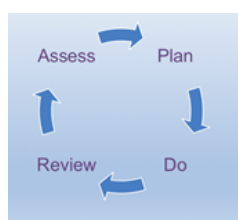
- 3.1. Children are admitted to vacant places at the school if they are judged to meet the following broad criteria:
 - 3.1.1. Ability to learn through the medium of English;
 - 3.1.2. Ability to succeed in the curriculum available for the year group of their age or the year group allocated;
 - 3.1.3. Ability to succeed at a level of independence commensurate with the level of support available.
- 3.2. These judgements are informed by assessment of academic abilities and also ability to make progress. In addition, a judgement is made about an applicant's likely eventual future success

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in the school. This judgement is made on the basis of evidence available and on the range of support available in school at the time of admission.

- 3.3. It is possible for a child to be admitted when we believe we are able to meet their immediate educational needs. At the same time, we may recognise that at a future point this will not be the case and will communicate this to parents. If provision needs exceed what can be provided within existing resources, then this will be managed on a case by case basis but may include the funding of additional adult support. This is in line with the Admissions policy and takes into consideration the students own needs alongside the provision/resources available, needs of others within the year group and capacity. The Head of SSS is involved in the admissions process when there needs to be further information about needs or when there are questions about the level of support needed and whether the school can cater for the individual needs. Final decisions of admission are made by the Principal and relevant Head of School.

4. EARLY INTERVENTION – THE GRADUATED APPROACH



- 4.1. **All** teachers are responsible and accountable for the progress and development of **all** students in their class including those who access support from learning support assistants (LSAs), Student Support team members or specialised staff. High quality teaching, differentiated for individuals, is the first step to responding to pupils; additional intervention and support cannot compensate for lack of good quality teaching.
- 4.2. If a class teacher/form tutor has a concern (behavioural, academic, social, emotional, physical or developmental) they will discuss the concern with parents. This may lead to a period of intervention, observation or monitoring. If concerns persist then, with parental consent, they then complete a referral to Student Support Services. Relevant assessment information will be collated and this can be through discussion, observation, assessment, work sampling etc. If required a **Graduated Approach Student Profile (GASP)** is drafted and will be shared with parents in joint consultation. The student will be registered on the school student support register as **C** (class concern) or **K** (SEN Support) or **E** (enhanced support). The student's voice is included where appropriate. Priority outcomes are identified along with actions from school and home to help meet them. This will include reasonable adjustments and any training requirements. Additional evidence and observations are noted with dates and other relevant details. A review meeting will be arranged with the parents and key teacher/tutor and the possible next steps are indicated below:

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- Sufficient progress made and plan no longer required - monitor in class (Joint monitoring)
- Some progress made but needs continuation of support
- Insufficient progress made or not sustained - other specialist agency support may be required. Student Support may be able to offer recommendations of agencies/services to access. The parent will be liable for any communications and costs associated with the external agency. The school can accommodate by offering rooms, meeting scheduling and liaison between the agencies and parents. This helps to ensure the information is understood and disseminated on a need to know basis to relevant parties within the school. The Head of SSS reserves the right to select an appropriate professional to conduct testing and prepare the report. New strategies/recommendations will be incorporated into the GASP

(N.B. where needs are presented as more complex from the outset then specialist agencies will be involved at the earliest opportunity)

- 4.3. Throughout the process it is important that teachers document progress and collate evidence. Further assessments and observations may be completed by Student Support and will be routinely fed-back to teachers and parents (and the student, if they can be involved) as the graduated approach requires full collaboration.
- 4.4. Review Guidelines: If a student has a continued, unchanging need then their GASP will be reviewed at least annually. An example of this may be where there is a provision for hearing impairment or a device provided as an alternative to handwriting. If the student has a changing need their GASP will be reviewed as required. When it becomes clear through the process of monitoring and review that the school may be unable at some point in the future to meet the educational needs of a child, then the transition procedure will be initiated.

5. TRANSITION PROCEDURE

- 5.1. Children who receive additional support are assessed and monitored by the Head of Student Support Services. Once a potential concern is raised about the school's ability to continue to meet the educational needs of a particular child, the Head of SSS will discuss concerns with relevant parties (to include parents, teachers/tutors, Heads of Key stage/Deputy Head of School/Head of School as appropriate). As the monitoring continues, regular updates should be supplied to HOS and DHOS.
- 5.2. When it becomes clear through the process of monitoring and review that the school may not be able to provide the necessary support for the student, a case conference will be held with all relevant parties. Either the HOS or the DHOS will also attend.
- 5.3. There are three possible outcomes from the case conference and parents will be informed by the Head of SSS of one of the following:
- 5.3.1. the school will continue to meet the educational needs of the child in the medium term and monitoring will continue;

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- 5.3.2. Phase 1: the school advises that the needs of the child are best met with one-to-one support paid for by parents (see section 7);
- 5.3.3. Phase 2: the school may not be able to meet the educational needs of the child.
- 5.4. If, following the case conference, the HOS decides that the school will be unable to meet the child's future educational needs, the school will start the Transition Procedure.
- 5.5. This process should only be started in order to help parents secure alternative and more appropriate educational provision than the school is able to supply. At all times the best interests of the child should feature high in the thinking of those involved in the process.
- 5.6. Transition Procedure Phase 1
 - 5.6.1. Parents are invited into school to discuss the current needs of their child and future support available with the Head of SSS along with either the HOS or DHOS.
 - 5.6.2. Possible alternative arrangements should be noted, including: a move to a different school; extended support within school; exclusive individual support.
 - 5.6.3. The content and outcome of the meeting are logged in writing.
 - 5.6.4. Students who are likely to move beyond the limits of effective provision in four school terms or less, move to Transition Procedure Phase 2.
- 5.7. Transition Procedure Phase 2
 - 5.7.1. If the HOS in consultation with the Head of SSS decides that future provision is unlikely to be effective, the student and the parents will start a process of exit counselling, where guidance is given on alternatives and a clear timeframe is agreed.
 - 5.7.2. Parents will be required to withdraw their child within approximately four school terms. Parents will be guided in their search for an alternative school.
 - 5.7.3. A time limit of the school place will be put in writing to parents.
 - 5.7.4. The school may decide to implement interim measures, such as additional support, the cost of which may be charged to parents. The Head of School has the right to refuse such provision on the grounds of suitability or safeguarding or that it may interfere with the education or well-being of other students. This decision will take into account the extent of support, the number of students supported in this way and the availability and nature of the proposed support.

6. EXAMINATIONS

- 6.1. An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in a national/ public exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam. Access arrangements are not intended to give candidates an unfair advantage, but to give all candidates the equal opportunity in which to demonstrate their skills, knowledge and understanding. Best practice indicates that students who require exam access arrangements due to their additional needs have formal applications made to exam boards at the beginning

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of year 10 and year 12. These applications are supported by assessments, anecdotal evidence, observations and work samples.

- 6.2. Procedures and practices relating to the awarding of access arrangements are governed by the statutory duty to make reasonable adjustments to provision under guidelines produced by the Joint Council for Qualification (JCQ), Cambridge Handbook and IBDP Supporting Your Candidate guidance.
- 6.3. All subject teachers, form tutors and Care & Guidance Leaders are given access to the Exam Access Arrangements through the Secondary Student Support register. This details the current way of working and 'norm' for students as agreed and documented in their graduated approach plan.
- 6.4. For Years 7, 8 & 9 these are exploratory arrangements as part of the evidence gathering process.
- 6.5. In years 10, 11, 12 & 13 external applications are made and arrangements confirmed and finalised.
- 6.6. Parents are made aware through the graduated approach process.

7. ONE-TO-ONE PAID SUPPORT

- 7.1. The Head of SSS in collaboration with the HOS will determine any requirements for one-to-one support.
- 7.2. The parents will be responsible for sourcing and paying for the one-to-one support, but the Head of SSS may advise and help selection.
- 7.3. Safeguarding of all students will be paramount; the support assistant will undergo safeguarding training and adhere to the Code of Conduct of BISB, the Code of Conduct and Ethics of NAE.