

	Educational Support		Fecha de Versión	23rd September 2008
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	Cargo: Vice Rector & Head of Educational Support (PS)	Cargo: Rector	Cargo:	
	Fecha: 23rd September 2008	Fecha:	Fecha:	

1. PHILOSOPHY STATEMENT

The Colegio Anglo Colombiano, a community school, acknowledges individuality and the range of needs and abilities that exist in the academic, personal and social aspects of development.

2. VISION

To create a learning environment where each autonomous student can succeed (to his/her maximum potential) within a philosophy of inclusion and without an external professional.

The autonomous student may need to be helped by his/her regular teachers (according to the stages of support) but is not dependent on others, because they use effective learning strategies to self regulate and control their own learning processes.

3. SPECIAL LEARNING NEEDS

The term SLN covers a wide range of conditions, from temporary culture shocks to severe physical impairment. We have defined “special learning needs” in the following categories:

- Attention disorders (ADD, ADHD)
- Communication difficulties (Reading, Writing, Speaking)
- Specific learning difficulties (Executive function, physical conditions)
- Talents (Talented, Gifted underachievers)
- Personal and Social (behavioural, emotional)

Support is provided to students who have been referred, assessed and or diagnosed with the above needs, as age appropriate.

4. CONTENT GAPS AND TEMPORARY NEEDS

It is the responsibility of the regular class teacher to provide such support through differentiated instruction. On rare occasions it may be necessary for the support Department to support students who have a content gap or who need extra support during specific times of their school life.

5. FOREIGN LANGUAGE PROVISION

The Anglo with a 97.9% Colombian Spanish speaking student body recognises that all teaching staff are language teachers, regardless of their subject area. All members of staff are expected to be aware and use strategies to support either English or Spanish as a second language and

develop and strengthen the mother tongue*. The Support Department may provide extra support in this area as appropriate. No other language outside English or Spanish is provided for.

*Mother tongue is acknowledged as English or Spanish.

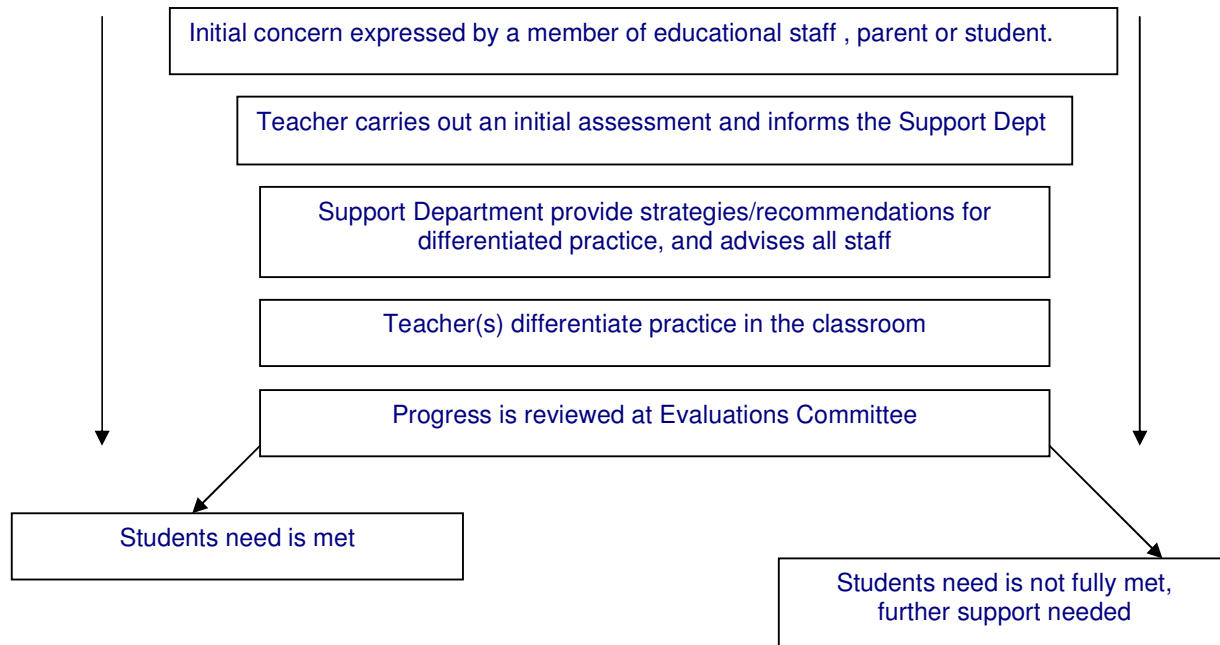
6. EDUCATIONAL OBJECTIVES

The educational support department aims to:

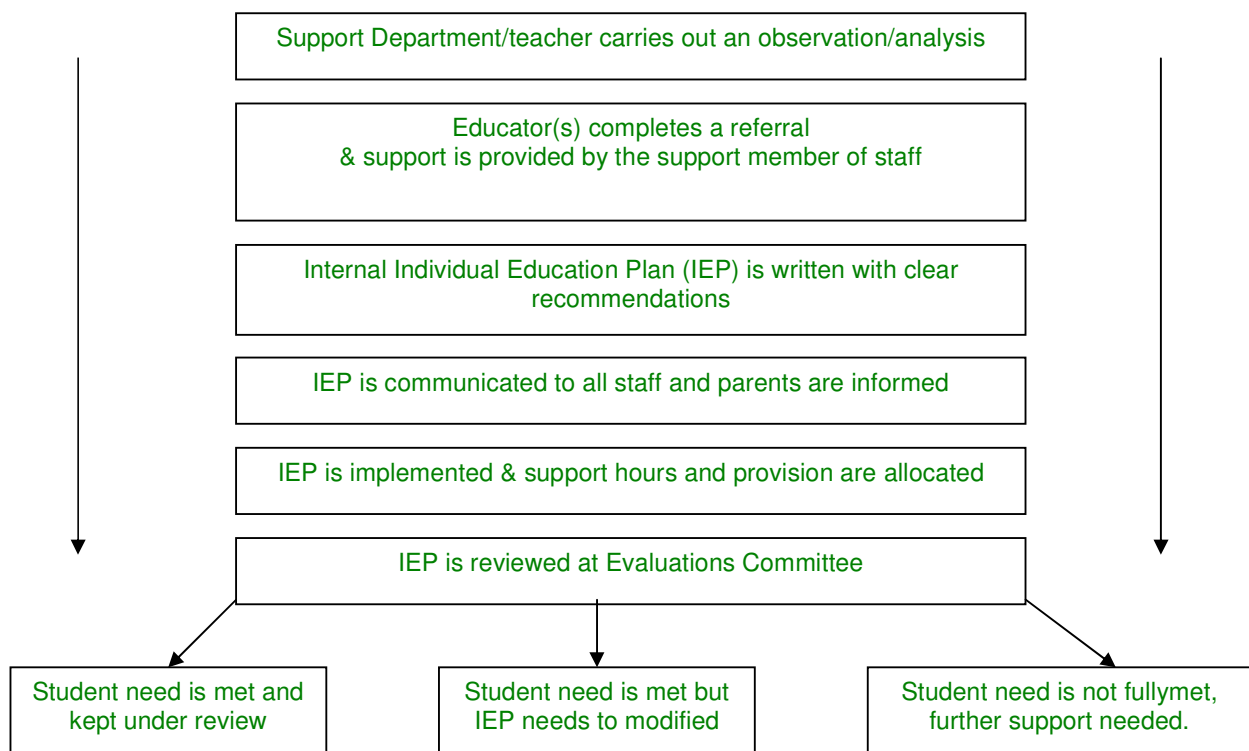
- Provide support in line with the International (IBO) philosophy to support the programmes on offer within the school (PYP, MYP and IBDP)
- Identify students who have a SLN as early as possible, conduct a multidisciplinary assessment and establish an Individual Education Plan (IEP)
- Value the importance of early intervention programmes (sensory motor, cognitive, visual and auditorial processing)
- Have accurate anecdotal records that identify concrete evidence of concern and actions taken by all involved prior to, during and after the referral process.
- Promote the optimal development and autonomy of the students with SLN, encouraging them to play an active role, empowering them in their learning processes as age appropriate.
- Ensure that all the students needs are known, understood and met by those involved in educating the student, assisting by giving specific recommendations.
- Maintain close communication with parents, inform them of progress and promote the active involvement of the parent in managing the child's learning process.
- Review cases of support at Evaluations Committee meetings, add or withdraw cases as necessary and maintain an up to date SLN data base with appropriate information and records.
- Refer cases for external support in collaboration with the teaching staff and the Head of Section as appropriate.
- Collaborate, co-operate and communicate with all internal and external professionals and actively monitor each student.
- To act in a positive, confidential, respectful and professional manner.

7. STAGES OF SUPPORT

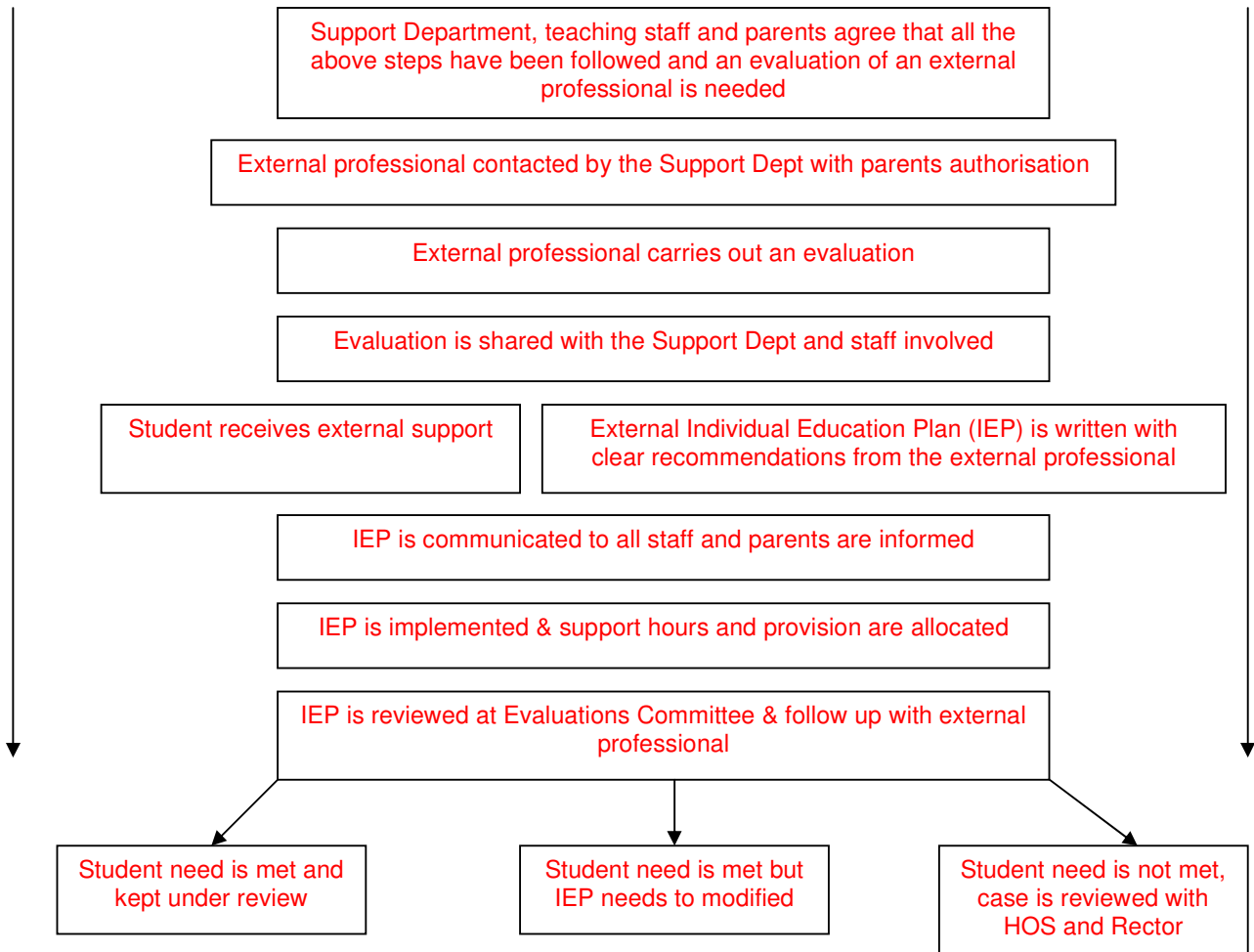
STAGE ONE



STAGE TWO



STAGE THREE



8. SUPPORT PROVISION & STRATEGIES

i) INCLUSION

The Anglo believes in the philosophy of inclusion and the majority of support is provided within the regular classroom.

ii) EXCLUSION

Exclusion from regular classes is avoided as a general rule. There may be times however when a support teacher deems it appropriate to withdraw a student from class to work on specific skills. Exclusion is always agreed with the regular class teacher prior to the exclusion.

iii) TEACHER ASSISTANTS

Teacher assistants within the Pre-School and the Primary section are used to enhance the learning environment through either working with individuals or small groups or by allowing the teacher to work with individuals or small groups. Students on any stage of support can directly benefit from increased attention and teacher assistants are guided and aware of the support students needs.

10. SUPPORTING DOCUMENTS, FORMATS AND POLICIES

Annex 1	Referral form
Annex 2	Parent interview record
Annex 3	External professional follow up format
Annex 4	Letter to parents (to receive support)
Annex 5	Letter to parents (to withdraw from support)
Annex 6	Support Teacher Planning Format
Annex 7	Individual Education Plan (IEP)
Annex 8	Group Education Plan (GEP)
Annex 9	Progress report to parents
Annex 10	Tutoring Policy