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**Learning Resource Policy**

**Scope:**

This policy applies to YCIS Shanghai ECE, Primary and Secondary campuses. The policy applies to academic staff, learning resource assistants, parents, and external agencies when providing services on campus.

**Overview:**

In keeping with the Philosophy and Objectives of YCIS, we recognise that the international character of our student population brings with it individuality and diversity, which creates our truly global classrooms. We also understand that students from around the world enter our schools having a wide variety of educational backgrounds. We are aware that all students learn in their own unique manner and some may require educational needs beyond those of their classmates. The LearningResource Policy endeavors to assist all students in reaching their educational potential by providing assistance to those who require support to meet the learning expectations of the YCIS curriculum, and/or require necessary resources to achieve to their fullest capabilities.

**Principles:**

It is the aim of Learning Resource Services to provide assistance through the identification of a student’s individual learning requirements.

**Definition:**

A student receiving learning support or enrichment may have…

* Transitioned from a different learning environment resulting in specific educational learning gaps.
* An extended period of absence from an educational setting that has caused gaps in their knowledge.
* Spoken another language at school to the one at home, but who also has a learning difficulty in addition to their mother tongue / school language difficulties.
* A specific learning difficulty or disability, affecting their capacity to learn at the same rate as their peers.
* A communication disorder altering their capability to express themselves and/or comprehend effectively.
* A developmental delay.
* A behavioural condition influencing their focus and concentration that impacts their proficiency to learn.
* Challenges with fine and gross motor skills.
* Oversensitivity to sensory information or input.
* Social/emotional wellbeing needs.
* A need for curricular enrichment, to achieve at their fullest potential.
* A combination of any of the situations listed above.

**Procedures:**

A student’s individual learning needs will be taken into consideration through the gathering of information via student observations, class work, class-based unit assessments, Learning Support screening tools and all additional professional assessment reports made available by the parents.

As a means of better understanding a student’s learning, parents may be requested to seek additional external professional assessments whose school recommendations may then become part of the student’s Learning Support Plan or an Individual Education Plan (IEP).

At times, and if determined a necessity, parents may also be requested to provide a Learning Support Assistant to enhance direct in-class support.

**Access:**

A student will have access to Learning Resource Services…

* Through the initial identification and referral to Learning Resource Services –

By their current classroom teachers and/or specialist teachers, including their EAL teacher.

This initial referral may be the result of school based assessments which resulted in a below average ranking and reflects a consistent area or areas of need.

* If they are a new student to the school and have existing documentation supporting their need for Learning Resource Services and/or have been receiving assistance at their previous school.
* If they have received external professional assistance and recommendations for the school have been suggested.
* If their parents have specific concerns about their academic progress or behavioural needs and have discussed these with their child’s classroom teachers, a Learning Resource teacher and/or a member of the Campus Leadership Team.

**Support Plans:**

There are two basic support plan documents: Learning Support Plan (LSP) and Individual Education Plan (IEP). Campuses have the choice on which plan is used for which student, based on student needs and campus requirements.

**Learning Support Plans (LSP):**

* Are for students who are accommodated to achieve learning outcomes at their year level.
* Are supported at Level 2 (see below).
* Are shared with class teachers, specialist teachers and parents.
* Indicate learning targets, suggested support strategies, and outcomes.
* Are reviewed regularly, on a schedule that is campus-specific.

**Individual Education Plans (IEP):**

* Are for students who have modified programmes.
* Are developed within 30 working days of diagnoses or evidence of specific learning needs
* Are for students who have a formal assessment of learning needs.
* Are for students supported at Level 3 (see below).
* Are for students who have transferred from other institutions, with IEPs.
* Are shared with class teachers, specialist teachers and parents.
* Require parent signature.
* Indicate learning targets, suggested support strategies, and outcomes.
* Are drafted annually.
* Are reviewed at Primary level, at reporting times (twice a year)
* Are reviewed at Secondary level, at least annually, in an IEP meeting.

**Levels of Support:**

Below describe the 3 levels of support provided by Learning Resource Services:

**Level 1:** **Student-at-risk /Monitor**

* After trialing strategies, teacher to complete Learning ~~Support~~ Resource Referral form and schedule a meeting with relevant staff.
* Parents have been consulted.
* Student placed on Learning Resource Registry.
* Further pre-referral intervention strategies to be provided to classroom teacher and trialed.
* Progress, or lack of, to be documented and parents kept informed.
* Learning Resource teacher to assist with data collection: observations, internal assessments, initial support lessons.
* Learning Resource teacher can assist student during push in times, but is not required to do so.
* If strategies lead to noticeable improvement, no further action is required.

**Level 2:**  **Support with Learning Support Plan**

* Student is significantly behind in one or more subject areas and his or her needs are not able to be addressed by classroom strategies alone.
* Learning Resource Teacher and Classroom Teachers write a LSP with specific goals and strategies used to support the child in and out of class.
* Student may have an up to date psycho educational report or academic assessment that provides a diagnosis or clarification of specific learning difficulty; however, with learning strategies the student is able to access year level curriculum.
* Regular, intentional pull out/in class support provided to work on goals stated in the LSP.
* Parents are informed of change in support and receive a copy of the LSP.
* Progress, or lack of, to be documented and parents kept informed.
* If strategies and learning support lead to noticeable improvement, gradual removal of support as appropriate. Monitor progress. If consistent progress is still made, student can be moved to Level 1 support with the goal of being removed from the Learning Resource Register.
* If the concern persists and the child continues to fall behind, Learning Resource teacher, Classroom teachers and parents to discuss possible external assessments.

**Level 3: Support with Individual Education Plan**

* Student has an up to date psycho educational report or academic assessment report that provides a diagnosis or clarification of specific learning need.
* Modifications and accommodations to curriculum are made; targets are set that are appropriate to the child’s learning needs.
* Academic reports indicate modifications to the programme.
* Possible Learning Resource Assistant required.
* Are reviewed at Primary level, at reporting times (twice a year)
* Are reviewed at Secondary level, at least annually, in an IEP meeting.
* Parents and relevant staff (see IEP form) to sign IEP.

**Learning Resource Review:**

Learning Resource Review is a formal process whereby Learning Resource teachers and other relevant staff (e.g. class teachers, programme coordinators, etc) meet to discuss progress and reassess goals and strategies for all students on the Learning Resource Registry. LSPs and IEPs are reviewed at this time.

Review process is campus-specific. Review meetings take place at regular intervals, and at least annually.

If students’ progress is such that they can meet year level standards without Learning Support, they can be moved to Level 1 to monitor; if they can meet the standards without such support for a sustained period of time (at least one academic reporting period), they may be exited from the Learning Resource programme.

**Responsibilities:**

* Classroom teachers, Learning Resource teachers, EAL and Specialist teachers are responsible for the implementation of the policy for teaching and learning in the classroom.
* Co-Principals, Vice Principals and Coordinators are responsible for supporting and ensuring that all staff are adhering to the policy.
* Parents are responsible for being aware of the policy and supporting their child and the school with its implementation.