

LEARNING SUPPORT

OUR VISION/MISSION/POLICY

The International School of Central Switzerland is committed to Diversity, Inclusion, Passion and Understanding. The Guidance Counselor, through a variety of assessments with associated Individualised Education Plans (IEPs), and engagement activities, will provide every student with the opportunity to achieve self-confidence, psychological/academic expansion and to learn in a safe environment while reaching his/her long-term potential.



IDENTIFICATION PROCESS

Upon student admission, our Admission Department will require the most recent school/psychological evaluations of the student to have an initial understanding of performance and behaviour. Followed by this step, Guidance Counselor will perform a variety of internal assessments to analyze the student's non-academic and academic learning challenges. As a result, an Individualised Educational Plan (IEP) will be created, based on the student's needs, that will provide relevant learning opportunities for him/her. The student progress will be monitored during the school year with formal and informal assessments. Parents will receive an overview of the student's progress two times per school year.





ISCS, IN ALIGNMENT WITH THE CAMBRIDGE INTERNATIONAL CURRICULUM, RECOGNIZES SPECIAL NEEDS STUDENTS AS LEARNERS WITH DIFFICULTY IN THE FOLLOWING AREAS:

Learners with special educational needs experience difficulties because of any one of the following, or some combination of:

Behavioral and social skill difficulties	Self-regulation, getting along with others, etc.
Communication or language disabilities	Receptive or expressive (e.g. autism spectrum).
Concentration difficulties	Attention deficit hyperactivity disorder (ADHD) or attention deficit disorder (ADD).
Executive functions	Difficulties in understanding, planning and organising.
Hearing impairments	Hearing loss and deafness, either congenital or acquired due to illness/injury.
Literacy and language difficulties	Reading, spelling and writing challenges (for example, dyslexia and dysgraphia).
Numeracy difficulties	Difficulties with tasks related to numeracy and mathematics competency (for example, dyscalculia).
Mental health challenges	Depression, anxiety, etc. and can range from mild to severe.
Gifted and talented learners	Students above average in one or more of the following domains: intellectual, creative, social and physical.



STEP 1: INITIAL EVALUATION

Upon admission, the Guidance Counsellor and her team will perform a variety of assessments to analyse students' non-academic and academic learning challenges.

Our goal is to identify and support the individuality of students and to provide relevant learning opportunities to each student while considering the parents' concerns for the learner.



STEP 2: ASSESSMENTS

Our assessment process begins when a student is enrolled at ISCS. Assessments are used to evaluate the students holistically and to support them, according to their individual needs.

We look at each individual student's learning style, we analyse the student's performance as measured against the level of descriptions within the Primary, Low Secondary and Upper Secondary years. We also observe student social interactions with peers.

Recommendations of support for the learner will be made following the assessment period. The purpose and nature of the assessment, how the results will be used and to whom they will be communicated, will be clearly explained to the student and parents and any other professional involved beforehand. There must be a written agreement as to who will have access to these results. All record sheets and personal data will be stored securely, and only authorized personnel can access this confidential information.

The Guidance Counselor will share the IEPs with the pertinent staff as soon as possible to implement strategies and interventions that will improve the progress of the students.

SPECIAL ARRANGEMENTS FOR EXAMINATIONS:

In agreement with the Cambridge International manual for students with special educational needs, and the Head of School and Guidance Counselor, the following arrangements are permitted in examinations at ISCS:

- Allowing extended time for tests, exams, or assignments
- Allowing for intermittent breaks during the test or exam
- Providing a quiet or separate testing area, so there are fewer distractions and less noise
- Use of a computer instead of handwriting for exams or assignments
- Use of a scribe or voice recognition software program which writes a candidate's responses and can then read them back to the candidate
- Use of a reader or reading software
- Modified test papers – for example, large print or braille.





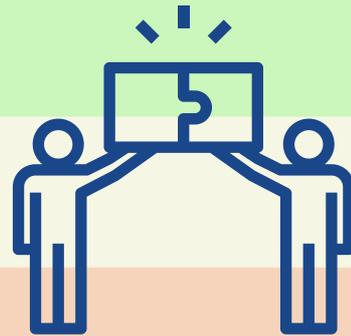
STEP 3: LEARNING PLANS

1. At ISCS, the student IEP is a teaching and learning plan designed in collaboration with the parent/s, learner, teacher/s and relevant multi-disciplinary team members for the benefit of the student. The IEP includes information on:

- The student profile
- Provision put in place
- Teaching strategies to enable learning to take place
- Subject targets set by teachers
- The review date
- Staff-recorded successes of the strategies used and the progress made

The IEP, based on the student's needs, will be implemented throughout the school year. At the end of each semester, the students' IEP goals will be measured against expected results and adjusted accordingly to ensure student progression. The ISCS team will:

- Use the collective skills of the ISCS team for continuous improvement and development of students.
- Establish an assessment rhythm with teachers and students.
- Implement a system for cycle reviews on progress and plan modification.
- The ISCS will support student creativity and innovation in the classroom



STEP 4: HOME-SCHOOL PARTNERSHIP

Our planning process is designed to be interactive, transparent and collaborative. This enables us to partner with parents to effectively meet educational challenges and to maintain continuity. After signing a mutual agreement for Learning Support services, an annual Admission, Review and Dismissal (ARD) meeting will be held to evaluate progress against IEP goals.

1. ISCS-PARENTS PARTNERSHIP:

Parents are included in relevant decisions when Learning Support provision is being made for the student. The school regards liaison with parents as very important; it recognizes that parents play a crucial role in enabling challenged students to achieve their potential. Parents are invited to discuss progress and to evaluate existing provision, and students also participate in meetings as appropriate.

2. ISCS-STUDENT PARTNERSHIP

At ISCS we know that young people often have much awareness about their own educational needs and about the sort of help they would like at school. We will involve them in decisions where it is feasible to do so. We will encourage them to help them make the most of their education. They are invited to participate in discussions regarding their IEP. Students can also arrange informal appointments to discuss their concerns.





STEP 5: PROGRESS MONITORING

Student progress will be monitored during the school year with formal and informal assessments. For example, on EAL assessments, within a 12 months period, we estimate at least one level of improvement in academic performance (e.g. B1-B2 EAL Level). Parents will receive an overview of the student's progress. We define adequate progress according to each individual student's IEP. Depending on the profile of the student, this may be learning which:

- Closes the attainment gap between the student and his/her peers
- Prevents the attainment gap getting wider
- Is similar to that of their peers starting from the same attainment baseline, but may still be less than that of the majority
- Matches or improves the student's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates improvement in organizational, social or personal skills
- Demonstrates measurable & sustained improvements in the student's behaviour
- Demonstrates measurable & sustained efforts in the student's motivation
- Is likely to lead to participation in further education, training and/or employment

The student, the parents and the ISCS team will review diagnostic reports obtained from MAP assessments. This will include individual educational programmes at least annually. The purpose will be to determine whether any amendments are needed on the IEP.

The annual review focuses on achievements as well as the ongoing difficulties of the student.



PRINCIPLES & POLICIES

- The culture, practice, management and deployment of resources in Learning Support are designed to ensure that all learners' needs are met.
- The members of our faculty will ensure that any learner with special educational needs are identified promptly.
- ISCS provides induction workshops, training and updates on Special Educational Needs (SEN) and Learning Support to staff in the school.
- The ISCS staff and parents work in partnership.
- Interventions for each student will be reviewed once each semester to assess their impact, the student's progress and the views of the students, their teachers and their parents.



TEACHER REFERRAL FOR LEARNING SUPPORT

Where a student is not making progress as expected in class, the teacher will refer them to the Deputy Head and the Guidance Counselor. All communication with parents regarding student behaviour, will be documented by the teacher. When a teacher suspects that a student has special needs, after an adequate observation period, the teacher will complete and submit the proper referral form to the Deputy Head and the Guidance Counselor for further evaluation.

Collaboration among parents, students and ISCS is imperative for the success of each student. ISCS encourages input and support from all parties involved in order to make the educational experience most beneficial to the student.



For more information or concerns regarding Learning support services, please contact the members of our team:

Mrs Johana Saenz at
johana.saenz@iscs-zug.ch (Guidance Counselor/Head of Administration)

To find out more about our services, please have a look at our new Website:
<https://iscs-zug.ch/en/home/>

or the school via phone at (+41) 7814444