



**Bali Island School**  
for a World-Class Education

# Learning Support Policy



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## **BIS School Mission Statement**

Engaging and empowering globally minded, confident learners to reach their utmost potential in an active, creative and respectful learning community.

## **Board Policy**

### **Policy: 6.13**

#### **LEARNING NEEDS in the CURRICULUM**

In accordance with IB requirements, BIS will develop and maintain a learning support policy which is accessible to students and parents. This will also be linked with the Admissions Policy and Procedures and included in the Student Support Handbook.

#### **Learning Support Philosophy**

The purpose of Learning Support is to ensure that students who have learning differences receive the support they need to reach academic and social-emotional success within an inclusive community. Bali Island School recognises that everyone has equal intrinsic worth and the capacity to learn and grow. Students who receive Learning Support services are entitled to the support necessary to maximise their potential given the capacity of the school. Currently BIS is able to support students with mild and moderate learning needs. We accept children with a broad range of learning differences and developmental disabilities through Learning Support, which values a whole-family commitment where all siblings apply to the School to support the model of inclusion.

The school will maintain a Student Support Services Handbook, which will outline the details, definitions, and procedural steps involved in learning support admissions, referral and service delivery. This handbook will be accessible to the BIS community.

#### **Learning Support Services**

Bali Island School (BIS) provides support for students with additional needs outside what is provided within the classroom setting. The school recognises different modalities in the way students learn and supports these students through in-class instructional strategies, co-teaching, individual support, Intervention Plan and Individualised Learning Plans (ILPs). Students benefiting from specific intervention include students with learning disabilities and developmental delays, and students experiencing temporary learning setbacks. Students identified as highly able learners are provided with strategies to support differentiated instruction within the classroom setting. Students with more intensive needs may require the additional support of an Individual Learning Support Assistant (ILSA).

Student success is achieved in partnership with parents/guardians, teachers and students within the framework of Bali Island School's Mission Statement.

1. The partnership between home and school plays a pivotal role in a student's academic, cognitive, emotional and behavioural success at BIS. Working closely with parents/guardians, the Student Support Team (SST) communicates progress and setbacks on an ongoing basis in order to assure the student's placement is appropriate.
2. When it is clear, as evidenced by the records of student achievement, that more information is needed to support the student's specific needs, the SST works with parents to determine the best next steps. The parent/guardian may be required by the school to obtain an external assessment from a speech language pathologist, medical doctor, educational psychologist, or

occupational therapist. In the event that this request is made, families are required to pursue the evaluation or the family may be asked to find another school. It is the responsibility of the parent/guardian to pay any fees for outside assessments.

3. During the Admissions process, some students may be placed on a probationary status to ensure placement is appropriate at BIS. Bali Island School reserves the right to refuse admission to any student for whom an appropriate educational programme and support services are not available.
4. Admission decisions are made by the Head of School based on previous records, admissions assessments, and SST recommendations.

### **Learning Support Programme**

Bali Island School recognises the importance of including students who have different ways of learning and different ways of achieving an educational outcome. The Learning Support Programme offers support to students who need additional assistance in order to be successful in their learning. Individual student needs will be determined through the PYP Learning Support Referral Process or the MYP/DP Learning Support Referral Process. The service delivery model at Bali Island School includes:

- Push In Support
- Pull Out Support
- Monitored Support
- Co-Teaching
- Teacher Consultation
- Regular Home / School Communication
- Collaboration with Outside Service Providers
- Collaboration with Indonesian Teaching Partners

Students receiving Learning Support have Intervention Plans, Accommodation Plans or Individualised Learning Plans (ILP) which are developed with the child's learning needs in mind and updated every year at an Annual Review Meeting. Our goal is to help students to understand their learning profile, to develop strategies to support their learning, and to advocate for themselves. Though Bali Island School seeks to support students with a wide variety of skills and aptitudes, careful consideration is placed upon what we are able to offer, based on the resources we have available. Our responsibility is to assure that each student is in their best educational placement to meet their needs. Because of this, BIS reserves the right to disenroll a student for the following reasons:

- the family has failed to notify the school of any pre-existing learning needs.
- the family does not comply with the request of the school to provide outside professional testing for learning needs.
- the student fails to make satisfactory progress in the learning support programme and is unable to function in the regular programme with minimal support.

Bali Island School offers the IB Diploma Programme and it is available to all students in grade 11 and 12. Students with learning differences wanting to enrol in the IB DP or take certificates must present their psychological educational evaluation to the IB for eligibility for Inclusive assessment Arrangements (IAA). Students with Individual Learning Plans and Accommodation Plans are guided to choose the appropriate combination and load of IB courses in conjunction with the BIS diploma. This occurs in their 10th grade year. In Grade 11, the Student Support Team and IB Diploma Coordinator meet to review relevant student documentation and accommodation plans to ensure that these

supports are in place and applied for 12 months prior to the IB exams. The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Therefore, the DP Coordinator works with the Student Support Team to identify and offer accommodations for students that are in line with the IB Inclusive Assessment Access philosophy and policies.

### **Glossary of Terms**

**Student Support Team (SST)** – the team that makes decisions concerning actions to provide all students with an optimal learning environment to meet their needs. These actions could focus on an individual student or the entire school. The team consists of divisional principals, programme coordinators, school counsellor, EAL teacher, learning support teacher, early intervention teacher and a school nurse (if appropriate).

**Learning Support** – the support for students whose individual needs are outside the range of standard educational programmes and who are not language support students.

**Highly Able Learners-** a student who gives evidence of **high** performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programmes in order to develop those capabilities fully.

**Inclusion** – the practice of educating students with learning support needs within the mainstream classroom.

**Referral Process** – the process used to identify individual students who may be in need of formal programme support. The Student Support Team (SST) will deem the level of support.

**Annual Review-** annual meetings during which Individual Learning Plans will be revised or closed at this time. Students are assessed, externally, every 3 years to determine the current level of support needed.

**Tier I - In-Class Adjustments** – Best practice instructional support for 1 or more students occurs. Classroom scaffolding, screening assessments, and differentiated instruction is provided by the classroom and learning support teachers. Student progress is closely monitored and reviewed by the Student Support Team.

**Tier II - Targeted/ Short-Term Interventions** – Intervention Plans are created for students identified as having minor setbacks in their learning. They provide short term targeted interventions and are reviewed at the end of each semester with a maximum of two semesters of support provided. Student progress is reviewed by the Student Support Team and a formal recommendation for testing (if needed) is shared with the parents. Students who achieve the goals outlined in their intervention plan are exited from the learning support program and monitored by the classroom and learning support teachers.

**Tier III - Intensive/ Long-Term Interventions** – Individualised Learning Plans (ILP) outline program specific goals, objectives, and accommodations and/or modifications for students with documented learning difficulties. ILPs are reserved for students who have undergone an outside evaluation with a Licensed Educational Psychologist and have been shown to have a formal diagnosed learning difference. ILPs are written and reviewed annually by the Learning Support Teacher, with feedback

from classroom teachers and parents. Progress monitoring of Individualised Learning Plans (ILP) occurs throughout the school year.

**Accommodations and Modifications** – accommodations change *how* a student learns the material. A Modification changes *what* a student is taught or expected to learn. Modifications will be acknowledged on the student transcript.

**Push In Support** – the Learning Support Teacher enters the classroom to provide direct instruction and support to children. In order to promote inclusion within BIS, push in support is preferred to pull out support when possible.

**Pull Out Support** – on a limited and case-by-case basis, the Learning Support Teacher provides instruction or support outside of the general education classroom. Pull out support is reserved for a small percentage of students only.

**Co-Teaching** – the Learning Support Teacher collaborates with the classroom teacher to co-plan, co-instruct, and co-assess a whole class lesson, unit or subject area.

**Teacher Consultation** – the Learning Support Teacher provides instructional support and guidance to the Classroom Teacher and/or helps provide strategies for differentiation.

**Differentiation** – the practice of modifying instruction and assessment in ways that accommodate a broad range of abilities. Differentiation impacts assessment, ways in which students are grouped, how instruction is delivered and how evidence of mastery is collected.

**Individual Learning Support Assistant (ILSA)** - an ILSA is employed by the school with costs being met by the family if the SST determines that the student's learning needs are greater than can be provided by the teacher and or learning support specialist alone.

**Outside Service Providers** – professional educators, therapists, psychologists or medical doctors not employed by BIS who work with students outside of school at the expense of parents. Open communication between BIS and Outside Service Providers is encouraged.