



The British School in Tokyo

School Policies

Created: Feb 2020

BST Student Support Services Policy

The British School
in
Tokyo

1. PURPOSE OF THIS GUIDELINES DOCUMENTATION

To provide an overview of the operations of different services within the Student Support Services (SSS) faculty and provide some important details about how these services work across the British School, hereafter called BST.

2. WHAT IS STUDENT SUPPORT SERVICES AT BST?

SSS is a multidisciplinary team, which aims to support our students at BST to enjoy learning and achieve their goals through helping to provide a safe, secure and stimulating environment. Across the professional roles in our team we share experience and skills in: Learning Support (LS) / Special Educational Needs (SEN), English as an Additional Language (EAL) and Counselling / Social and Emotional support. Information pertaining to the different services is found in individual service policy and procedure documentation, which can be found on the SSS internal website and school website. Information around service involvement can be found on the Student Support Services register, which is also maintained and accessed by SSS teachers through the school drive.

Student wellbeing is at the forefront of everything we do. We aim to support children at individual, group and school level through preventative development work as well as by responding to the needs of students.

We place the student at the centre of our work and take a holistic approach to our consultation, assessment and intervention processes. Collaboration and communication with key staff is essential to help promote and develop the wellbeing of our community. We also value working with parents and outside agencies to support the development of each student through relationships based on fairness, trust and mutual respect.

We support students throughout their development. Including potential challenges around significant transitions. We endeavour to be part of a school culture, which supports our students to develop resilience, empathy and strengths to help maximise individual potential.

Each service has its own policy documentation that demonstrates its operations, procedures and guidelines. These are reviewed every 12 months by the Senior Leadership Team.

3. RESPONSE TO INTERVENTION MODEL

Student Support Services practise a Response to Intervention (RTI) provision model, which is a multi-tier approach to the identification and support of students. Students are provided with, interventions at increasing levels of intensity to support their academic and social & emotional needs. When making decisions about the tier of support that a child receives, formative and summative assessment are used in conjunction with the 4 Cs of care, which are considered carefully to inform decision making.

4. OVERVIEW OF THE SERVICES

4.1 THE LEARNING SUPPORT SERVICE

BST welcomes a diversity of students some of whom may have special educational needs. The school's Learning Support team, works with students, their teachers, and their families in order to assist them in reaching their potential and overcome challenges in school.

The Learning Support team falls under the umbrella term of the Student Support Services department.

The focus of the Learning Support department is:

- To provide effective support for those students who are disadvantaged by a specific learning difficulty.
- To provide support for those students who have been identified as having difficulties/barriers to learning from the referral process or through data collection and/or assessment.
- To support teachers in terms of differentiation and teaching strategies to meet the needs of the students in their classes.
- To facilitate the employment of LSTAs to work one to one with students who are unable to access and respond to curriculum without support

BST provides an inclusive learning environment for students admitted into the school. Generally, the needs of students who have mild to moderate learning difficulties can be met. Children admitted into the school who have more severe learning, behavioural or developmental difficulties may need an LSTA to support their learning. Where this occurs, the parents fund the LSTA and the school recruits and deploys them.

The Learning Support department will arrange appropriate provision (within its resources) to meet the needs of the individual and/or cohort of students who require support at any given time.

Students may be withdrawn from normal timetabled lessons to receive support. In each instance, the student(s) will follow a structured programme to address their needs. The programme will be determined by the learning support specialist in collaboration with parents, and colleagues, both internal and external to the school. All withdrawal programmes will be with the agreement of parents and will be reviewed annually.

The Learning Support team works in close collaboration with all aspects of Student Support Services to ensure that a multi-disciplinary approach to support is applied where appropriate.

4.2 THE EAL SERVICE

BST welcomes a diversity of students, some of whom may be learning English as an Additional Language (EAL). The school's EAL specialists work with students, their teachers, and their families in order to assist them in reaching their potential and overcome challenges in school.

The EAL team falls under the umbrella term of the Student Support Services department.

The focus of the EAL department is to:

1. Provide support to its EAL learners in the following four domains in line with their individual needs:

- Listening
- Speaking
- Reading
- Writing

2. To provide support for students that aids their language acquisition journey from Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP).

3. To support all teachers in terms of differentiation and teaching strategies to meet the needs of the EAL students in their classes.

EAL staff will be required to work in conjunction with other members of the Student Support Services faculty as well as being part of multi-disciplinary meetings, working alongside class teachers and pastoral leaders, supporting admissions or running professional development in areas of experience or expertise.

4.3 THE COUNSELLING SERVICE

School Counselling can help a student to understand themselves and their situation better. It can give them new ways of coping with issues that cause them upset, therefore increasing their capacity for learning and general wellbeing. The School Counselling Service is part of Student Support Services, which works alongside the pastoral care and safeguarding systems operating in the school.

4.4 SOCIAL AND EMOTIONAL SUPPORT SERVICE

Social and emotional support through SSS is provided by staff with qualifications and experience in numerous approaches, including Play Therapy, Social Thinking and Acceptance and Commitment Therapy. This helps students through a process of talking, listening and empowerment. The student is provided with a safe place to express their feelings and thoughts, about what they perceive to be challenges in their lives.

5. PHILOSOPHY AND OPERATION OF STUDENT SUPPORT SERVICES THROUGHOUT THE SCHOOL

5.1 THE FOUR C's OF CARE

To ensure that services within SSS are aligned throughout the school and understood by differing stakeholders, the primary school has adopted the use of the Four Cs of Care (Appendix 1):

- Competency
- Capacity
- Communication
- Continuity

Care refers to the combination of Competency, Capacity, Communication and Continuity. The ability to effectively provide adequate support with regard to the Four Cs allows the school to provide effective care for a student.

Competency refers to consideration as to whether the service(s) within the school has the expertise, experience, qualifications and environment to adequately meet a child's various needs, or whether they may need a multi-disciplinary approach or involvement with outside agencies.

Capacity refers to the ability to meet a child's needs effectively in terms of staffing and resources required.

Communication refers to how information is shared about an individual with teachers, parents and leadership.

Continuity refers to the ability to provide appropriate support and/or care for a child in the short, medium or long term.

The SSS faculty refers to the Four Cs of Care to inform decision making so there is effective continuity across both campuses to ensure equality for students from Nursery – Year 6.

5.2 LEADERSHIP AND FLEXIBLE STRUCTURE OF THE FACULTY

SSS staff support students in the areas of Learning Support, EAL and Social and Emotional support and Counselling. They are line managed by the Assistant Head of school (Student Support Services). The Nursing Team are line managed by the Head of HR. however, important information is shared through the SSS platform.

Where appropriate, staff within Learning Support, EAL and Social and Emotional behaviour are expected to work across services and phases when there is an identified need, and where qualifications and experience allow. This provides a flexible staffing model that allows

the Assistant Head of school (SSS) to deploy staff to best meet the diverse needs of students within its cohort.

All members of the SSS faculty work within policy and procedures documents that have been agreed by the Senior Leadership Team. This ensures that policies and procedures are followed and there is consistency across key phases.

5.4 WORKING WITH THE ADMISSIONS DEPARTMENT

Where appropriate, SSS collaborates with the Admissions department on the assessment and admission of students. Decisions are made with direct reference to the 4 Cs of Care.

The process for SSS involvement takes place in three phases:

1. Pre-application phase
2. Placement decisions phase
3. Post decision phase

The Head of each school (or appointed person) is responsible for requesting SSS involvement across all phases of the admissions process.

Whilst SSS involvement should be sought to make recommendations around admissions at Phases 1-3, the final decision regarding the entry and placement of any new student rests with the Head of Primary / Principal.

5.5 THE SSS REGISTER OF NEED

This register is a collaborative document that is maintained by the SSS team. It holds the information pertaining to children's needs and provision of support, including any outside agency involvement that the school is aware of. The main purpose of this register is to bring together all student information regarding need, service involvement and strategies around the child.

All students on this register will have as a minimum: an initial Request for Involvement (RFI) document, a document pertaining to their service involvement, and communication notes. Where a child has LSTA involvement, a Team Around the Child (TAC) plan is created to coordinate service involvement and monitor progress.

It is important to note that counselling information around children, is shared in line with the Counselling department's service policy pertaining to confidentiality.

5. STAFF TRAINING AND PROFESSIONAL LEARNING AND DEVELOPMENT (PLD)

As the SSS faculty is a multi-disciplinary team made up of a number of departments, it is important that it provides a PLD session at the beginning of each year so as to keep staff aware of:

- Communication around the Register of Involvement
- Changes in the services provided within the school
- Training on strategies and initiatives to help meet student needs
- Opportunities for discussion and feedback from staff

PLD sessions should be built into inset throughout the academic year, to share skills, knowledge and experience from within the department. The aim of these sessions are to keep teachers aware of best practice to support the students in their care.

6. THE SENIOR LEADERSHIP TEAM

The Senior Leadership Team (SLT) has an important role in ensuring that the Student Support Services policy and procedures are carried out effectively and that the practices are supportive of the students within BST. In fulfilling this role, it will:

- review SSS policy and procedure documents on a annual cycle
- review SSS staffing in line with student growth cross the school
- recognise, that the roles and responsibilities within the Student Support Services faculty will often require qualifications and experience that go beyond initial teaching / educational qualifications and recruit appropriately with this in mind.
- make a clear distinction between EAL and special educational needs issues;
- involve faculty staff in the admissions process, where possible service involvement may be required
- representation in Multi-Discipline-Meetings / TAC plans where appropriate
- provide opportunities for SSS staff to run PLD for class teachers where appropriate
- facilitate the use of appropriate space on site for outside agencies (e.g. Speech and Occupational Therapists, Counselling, etc) where there is targeted need within our SSS cohort
- Champion the message that all teachers at BST have a part to play in supporting children who are in their class who are accessing differing aspects of the Student Support Services faculty.
- when possible, enable staff to undertake professional development so that they might be helped to keep up to date with best practice and research.



Paul Tough
Principal