

GROWING IN GRACE CHRISTIAN PRIMARY

Policy Title: Learner Support Policy

1. Introduction:

Growing in Grace Christian Primary School is committed to providing a nurturing and inclusive learning environment where every student can thrive academically, socially, and emotionally. This policy outlines the principles, procedures, and responsibilities governing learner support services to ensure equitable access to education and holistic development for all students.

2. Purpose:

The purpose of this policy is to establish a framework for identifying, assessing, and supporting students with diverse learning needs, including those with disabilities, special educational needs, and English language learners. It aims to promote an inclusive school culture, facilitate early intervention, and provide appropriate support services to enhance student success and well-being.

3. Principles:

- a. Inclusion and Equity: Learner support services will be provided in a manner that promotes inclusion, equity, and respect for diversity, honoring the unique strengths, needs, and backgrounds of each student.
- b. Early Intervention: Early identification and intervention strategies will be implemented to address learning difficulties, behavioral challenges, and other barriers to academic achievement, preventing further academic and social-emotional difficulties.
- c. Collaboration and Partnership: Learner support services will be delivered through collaborative partnerships among educators, parents, students, and external stakeholders, fostering a shared responsibility for student success and well-being.
- d. Individualized Support: Support services will be tailored to meet the individualized needs of students, based on comprehensive assessments, evidence-based practices, and ongoing monitoring and evaluation.
- e. Access to the Curriculum: Learner support services will facilitate access to the general education curriculum for all students, ensuring that they have equitable opportunities to participate, progress, and succeed academically.
- f. Continuous Improvement: Learner support practices will be subject to ongoing review, evaluation, and improvement to ensure alignment with best practices, research-based interventions, and evolving student needs.

4. Procedures:

a. Identification and Assessment:

- i. Early Screening: Early screening measures will be implemented to identify students who may require additional support services, including academic, behavioral, and social-emotional screening tools.
- ii. Comprehensive Assessment: Students identified as needing support will undergo comprehensive assessments, including academic assessments, psycho-educational evaluations, and functional behavior assessments, to determine their specific learning needs and inform intervention planning.

b. Individualized Support Plans:

- i. Individualized Education Plans (IEPs): Students with disabilities or special educational needs will have individualized education plans (IEPs) developed in collaboration with parents, educators, and relevant specialists, outlining specific goals, accommodations, and support services.
- ii. Personalized Learning Plans (PLPs): Students who require additional academic or behavioral support but do not qualify for special education services will have personalized learning plans (PLPs) developed to address their unique needs, strengths, and goals.

c. Implementation of Support Services:

- i. Tiered Intervention Model: A tiered intervention model will be implemented to provide varying levels of support based on student needs, with interventions ranging from universal supports for all students to targeted

interventions for students with specific needs and intensive supports for students with significant challenges.

ii. Multi-Disciplinary Team Approach: Support services will be delivered through a multi-disciplinary team approach, involving educators, special education specialists, counselors, therapists, and other relevant professionals, collaborating to address the diverse needs of students comprehensively.

d. Monitoring and Evaluation:

i. Progress Monitoring: Student progress will be monitored regularly through ongoing formative assessments, progress reports, and data analysis to evaluate the effectiveness of interventions, adjust support strategies, and make data-informed decisions.

ii. Review and Revision: Individualized support plans will be reviewed and revised periodically based on student progress, changing needs, and evolving circumstances, ensuring that interventions remain responsive, relevant, and effective.

5. Responsibilities:

a. School Leadership: The school leadership team will provide oversight, guidance, and support for the implementation of learner support services, ensuring alignment with policy requirements, legal mandates, and best practices.

b. Educators: Classroom teachers and instructional staff will collaborate with colleagues, parents, and support professionals to implement support strategies, monitor student progress, and provide feedback on the effectiveness of interventions.

c. Support Professionals: Special education teachers, counselors, therapists, and other support professionals will provide specialized expertise, resources, and services to address the diverse needs of students and facilitate their academic, social, and emotional development.

d. Parents and Students: Parents and students will actively participate in the learner support process by collaborating with educators, attending meetings, providing input on support plans, and advocating for their educational needs and rights.

6. Review and Revision:

This policy will be reviewed annually by the school leadership team in consultation with relevant stakeholders to ensure its effectiveness, relevance, and alignment with the school's mission and goals. Any necessary revisions will be made in accordance with established review procedures.

7. Implementation:

This policy will be communicated to all stakeholders through appropriate channels, such as staff meetings, parent newsletters, and the school website. Training and support will be provided to ensure understanding and compliance with the policy requirements.

8. Compliance:

All staff members are expected to adhere to this policy and fulfill their responsibilities in accordance with its provisions. Non-compliance may result in disciplinary action, as outlined in the school's staff code of conduct and employment policies.

9. Enquiries:

Enquiries regarding this policy should be directed to the school leadership team for clarification, guidance, or further information.

10. Approval:

This policy has been approved by the school leadership team and will take effect immediately upon dissemination to all stakeholders.