



These students benefit from support from a number of internal sources.

- Two Learning Support Specialists one of whom is also qualified as a speech therapist
- The Doyens (Academic Principals)
- Tutors
- Boarding house staff
- Nursing (Healthcare) staff
- Trained teachers

- Educational Psychologists
- Psychologists
- Other specialists

There is no policy against admitting students who require a limited degree of learning support (LS), although Le Rosey discourages applications from those with severe learning difficulties, believing that specialist schools will be better equipped to help them. All parents are asked to state if LS may be necessary and to provide corresponding psychological or educational reports if these exist. The Recommendation Form that applicants' current schools are required to complete also asks if learning support is necessary or has ever been put in place. Anomalies in declarations from different sources (usually caused when parents fear that learning difficulties of any type are best not mentioned or even hidden) are investigated.

It is the role of the doyen to oversee the correct application of policies and procedures and overall coordination of LS work.

## Identification of Learning Support Students

Students who may require LS, yet for whom none was deemed necessary at the time of application and admission are identified in a number of ways:

- Alerts by individual teachers, tutors or boarding house staff
- Concerns prompted by poor academic results or poor study habits
- Comments or requests by the students themselves or by parents who believe that their child is under-performing

These alerts or requests are handled in the first place by the doyen.

## Diagnosis

The doyen contacts the one of LS Specialists (LSS) who will meet the student concerned. S/he may decide that:

- Formal testing is required
- A number of in-house measures are advisable (extra tutoring, study skills, etc.)
- No measures are currently needed but that vigilance is required

## Systems and procedures

When formal testing is carried out the doyen obtains parents' official permission before this takes place. The costs are borne by the parents. The school then follows the suggestions made in the report or adapts them as required. If these include specialist support, parental permission is requested; this is billed to the parents.

## Specialist Teaching

The LSS or others (such as the subject teacher where difficulties have been encountered) provide specialist teaching or support where this is appropriate. This might involve regular timetabled classes for individuals or in very small groups. The LS specialist may also decide to attend classes with the student to gauge progress, observe and/or help learning.

## Contact with teachers and modifications to mainstream teaching

The LSS gives appropriate advice to teachers regarding specific approaches and classroom accommodations; these suggestions are communicated to the Doyen, teacher and tutor with comments and it is up to the teacher to put these recommendations into practice.

It is important to note that we do not offer special education services, defined as services that involve modification of the curriculum. If a child needs to have a modified curriculum, we counsel the parents to seek a school that offers special education services .

## Extra time and examinations

Recommendations for accommodations (such as for extra time or computer use) are communicated to teachers, the examination officer and the IB Coordinator. Teachers are requested to respond to these recommendations by adapting material, time or testing conditions when possible. The Examination Officer undertakes to organize the necessary accommodations in school exams and contacts the College Board or other external testing agencies to request extra time. Students involved are called SWACCs (students with accommodations). The IB or French Bac Coordinator requests extra time or special conditions for the IB or FB.