

**Brummana High School**

**'I Serve'**

**Inclusion and Support for  
Learning Policy**

**November 2025**

## **Inclusion and Support for Learning Policy**

The approach to support for learning at BHS encompasses administrative and educational measures that include:

1. Valuing, advocating for, and accepting all learners with specific needs or abilities by all school staff members.
2. Extending inclusion beyond the confines of the regular classroom, allowing for curriculum modifications, adapted instructions, and support within the least restrictive environment.
3. Offering additional support within the Support for Learning department or designated classrooms within the English as a Foreign Language department if needed.
4. Individualising the teaching-learning process optimally, recognising the unique contributions of every learner to the learning community's development.
5. Ensuring that educational needs of students always supersede any structural or administrative considerations.
6. Offering support for mild learning difficulties that align with our resources and capabilities.

At BHS, students who may benefit from our support for learning programme include those with:

1. Mild learning disabilities or specific learning difficulties such as:
  - o Dyslexia (impacting reading)
  - o Dyscalculia (impacting math and organisation)
  - o Attention Deficit (and Hyperactivity) Disorder
2. Communication, speech, and/or linguistic difficulties.

### **Goals of Inclusive Education**

The goals of our support for learning programme at BHS are to:

1. Foster a school climate where all students, regardless of difficulties, feel a sense of belonging and achievement.
2. Implement teaching strategies, exam accommodations, and curricular adjustments to effectively teach a diverse student population.
3. Remediate academic and behavioural challenges in collaboration with a team of professionals, including learning support teachers, counsellors, educational psychologists, psychomotor therapists, and speech therapists.

4. Develop Individualised Education Plans (IEPs), where appropriate, tailored to each student's needs.
5. Promote higher self-esteem by collaborating with classroom advisors, school counsellors, and the Careers department.
6. Monitor student performance to ensure placement in the least restrictive environment conducive to reaching their full learning potential.

\*The support for learning programme aims to facilitate the demonstration and development of students' skills, compensating for any perceived lack of ability.

The support for learning programme at BHS is a comprehensive process designed for learners whose needs may benefit from an alternative education approach. Each student follows a one on one or small group class setting within or outside the class, allowing them to learn required material at a pace similar to peers, within small group settings when necessary.

### **Identifying Children with Academic and behavioural challenges:**

To identify students requiring additional support, a holistic approach is taken, considering their medical history, academic journey, intellectual abilities, and psychological profile. This global analysis, where required, is carried out by qualified, independent medical professionals such as pediatricians, neurologists, psychiatrists, neuropsychologists, and educational psychologists.

At BHS, learning support staff and counsellors make initial observations before referring students for comprehensive assessments, or for immediate support from the department. Parents are informed that children may need help through the SFL Department from the time the observations start. Parents, teachers, and counsellors have access to a list of qualified professionals for further evaluations.

### **Assessment Profile (SNAP):**

- SNAP is utilised for students aged 9-16 to identify specific learning and behavioural difficulties. It is used by the Support for Learning Department as part of a screening process for children who may need support from the support for learning department.
- It assesses processing speed, reading skills, phonological abilities, spelling, visual and auditory memory, hand-eye coordination, and impulsivity.
- SNAP does not provide definitive labels but helps identify areas of strength and weakness.
- It offers targeted interventions and progress monitoring tools, benefiting teachers, parents, and students alike.

This policy on support for learning at BHS aims to provide a comprehensive framework for supporting students with specific needs, fostering a learning environment where every individual has the opportunity to thrive.

\*Charges for help to students from the SFL Department are backdated to the time that initial observations start. The charges are calculated to cover the school's related cost, and are not designed to generate a commercial surplus. Parents are required to adhere to the school's recommendations for Support for Learning for their children. The support is always provided for a minimum of one year.

Reviewed by NAA ( Nov. 2025)

Created by: JNDG (Dec. 2024)