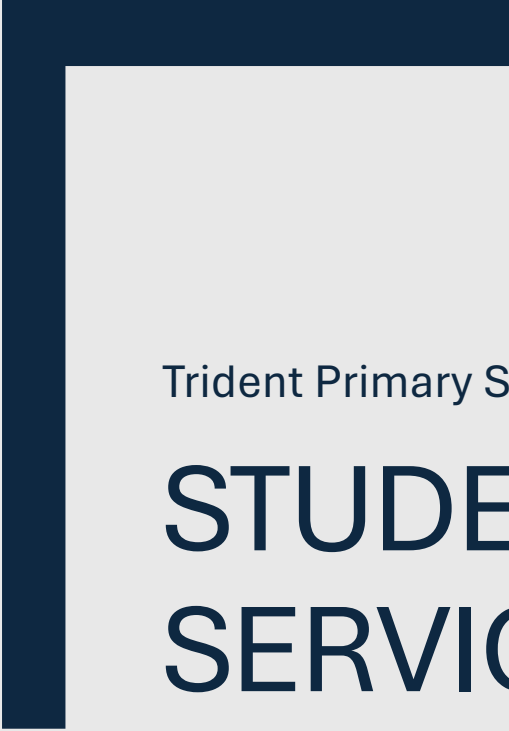




Trident Primary Schools

STUDENT SUPPORT SERVICES HANDBOOK

Educore Services Zambia, 2024



Student Support Services Handbook

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1. Introduction

1.1 Purpose

The Primary Student Support Handbook was created to guide the work of Student Support Services which include Learning Support, English as an Additional Language (EAL) and Counselling. Learning Support is for students who need additional support in order to be successful with their academic subjects. The EAL support is for multilingual learners whose home language(s) is/are not English. School counsellor works with students to address /support one's social and emotional needs. All three services work in collaboration with regular classroom, homeroom and content area teachers to reinforce high-quality curriculum development and differentiated instructional practices to support all student learning.

1.2 Mission, Vision, and Core Beliefs

- **Student Support Services Mission:** To provide a collaborative system of support so that all students can be successful in their learning.
- **Student Support Services Vision:** To empower every student to achieve academic success, personal and social growth and thrive in rapidly evolving world.
- **Student Support Services Core Beliefs:**
 - All children can learn
 - Teachers share the responsibility for the learning journey of all students and work as collaborators to meet their needs
 - Parents are partners in student learning
 - Teachers aim to know every child as an individual, develop students' understanding of their own learning profiles, and promote their ability to self-advocate
 - Diversity in learning is a strength to be embraced
 - Students learn best with peers in a general classroom environment
 - Instruction is differentiated to provide all students opportunities to access the curriculum
 - Data informs instructional practice

1.3 Core Principles of Inclusion and Support

A commitment to creating an inclusive learning environment where all students, regardless of their learning needs, are supported in reaching their full potential. Through proactive and flexible teaching strategies, we ensure that curriculum delivery is designed to meet the diverse needs of all learners, promoting engagement, representation, and expression. Learning support prioritizes removing barriers, fostering independence, and encouraging active participation in the learning community. This vision would focus on:

- **Multiple Means of Engagement** – Motivating students by offering various ways to engage with the content.
- **Multiple Means of Representation** – Presenting information in different formats to cater to diverse learning styles.
- **Multiple Means of Action and Expression** – Allowing students to demonstrate their knowledge in various ways that best suit their abilities.

Students learn best in a diverse, inclusive environment that allows them to flourish as members of community. At Trident, inclusion is an ongoing process. We provide a safe and supportive environment for diverse learners. The goal is to ensure teaching practices and opportunities provide students with learning difficulties access to the curriculum content to the extent possible.

Collaboration among teachers, parents, and administration ensures that all learning opportunities are accessible to all students by identifying and removing barriers.

2. Learning Support Structures

2.1 Support Provided:

In all Trident primary schools, we are able to support our students with learning differences by:

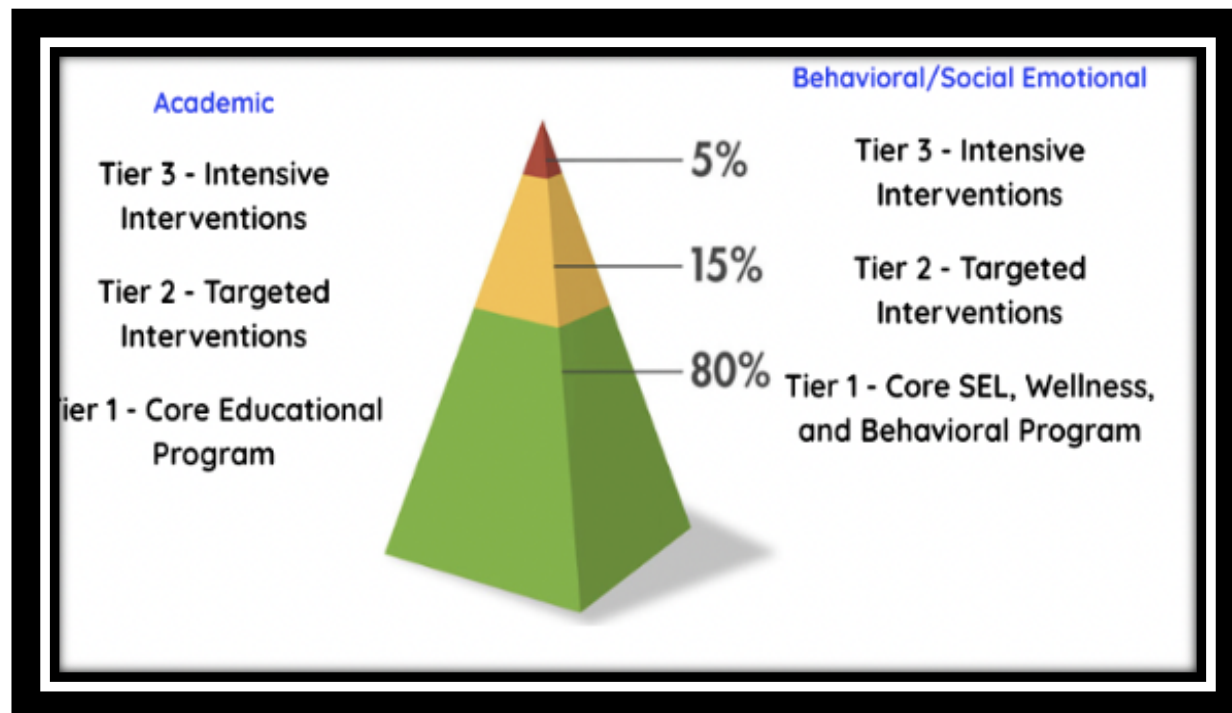
- Providing accommodations such as frequent breaks or downtime
- Utilizing instructional strategies and materials that support learners with specific learning needs
- Allowing extended time periods for assessments
- Modifying the student's schedule to reduce stress and promote success
- Allowing use of technology to support learning needs in the class
- Facilitating collaborations with other teachers
- Assisting parents with arrangements for testing or other support services outside of school
- Providing small group instructions to address the specific learning needs

Trident primary schools are unable to:

- Provide self-contained learning resources education program
- Provide an alternative curriculum
- Guarantee enrolment through continuous grade levels
- Provide support services such as speech or physical therapy
- Accept students with limited intellectual capacity or severe learning needs
- Provide educational or neuropsychological evaluations

2.2 Tiers of Support

Trident schools use a tiered support model that uses data, observations, and feedback from key stakeholders to develop a support plan to ensure students are successful:



Tiers of Support:

- **Tier 1 (Universal):** Differentiated classroom instruction designed to meet the needs of all learners.
- **Tier 2 (Targeted):** Small group interventions for students needing additional support in specific areas.
- **Tier 3 (Intensive):** Individualized interventions for students with significant needs, often documented through a Learning Support Plan.

Inclusive Model	Tier	Trident Levels	Descriptor
For All Students	1	Universal	• Core instruction for all students ○ Preventative ○ Proactive
For Many Students	2	Targeted	• Individualized intervention and support plans • Progress monitoring
For Some Students	3	Intensive	• High intensity individualized intervention plans corresponding to needs • Intentional differentiation to academic content or processes with a wide range of accommodations and additional assessments in order to: ○ Access age-appropriate curriculum ○ Demonstrate understandings, or ○ Appropriately be challenged. • Progress monitoring

2.3 Roles and Responsibilities of Stakeholders

Learning Support Coordinator	Responsible for overseeing the planning, coordination, and implementation of Learning Support program across the schools. A liaison between students, teachers, parents, and external professionals to ensure that all students, particularly those with special educational needs (SEN), receive the necessary support to thrive academically, socially, and emotionally.	Experience in special education or educational leadership, with a strong understanding of learning, behavioural, and emotional challenges faced by students Expertise in child protection, safeguarding, and the development of inclusive educational practices
Learning Support Teacher	In consultation with key stakeholders (student, classroom teachers, grade level leads, pastoral leads, and parents), identify and implement strategies and accommodations for the classroom environment to support students based on their strengths. Document progress towards individual goals through the student's Individualized Learning Plan (ILP). Communicate progress with team and help to problem solve when challenges occur.	Experience working with students with learning, behavioural, or social emotional needs Experience working with students in a school setting.
Learning Support Teaching Assistant	Implement strategies developed by the Learning Support teacher to support students based on their strengths. Communicate progress with the Learning Support teacher and help develop solutions when challenges arise. Consult routinely with the Year Level classroom, homeroom and/or content area teachers.	Experience working with students with learning, behavioural, or social emotional needs. Experience working with students in a school setting.
Counsellor	To provide social/emotional and behavioural support to students. Provides short term individual and small group counselling support. Consults with families, teachers, and external professionals to support the implementation of strategies and to share resources. Supports in safeguarding and crisis situations.	Counsellor, Psychologist, Licensed Social Worker Experience working with students, families and community resources through a multi-disciplinary approach. Experience with child protection, safeguarding, and crisis protocols.

3. Identification of Learning Support Students and Referral Process

3.1 Student Support Services Allocation

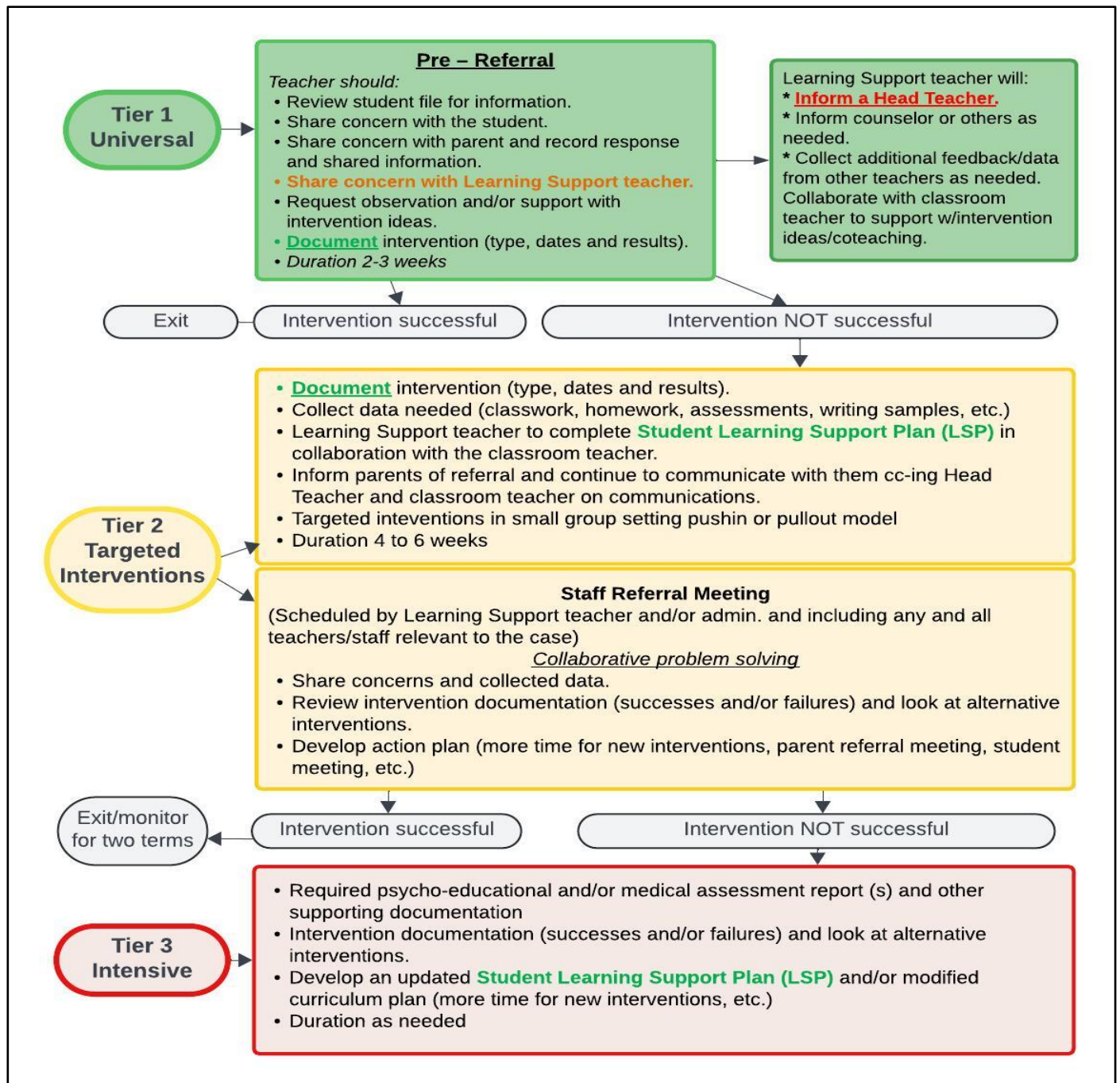
At Trident, identifying students who may require learning support is a key step in ensuring they receive appropriate assistance. There are three main ways students enter services: **admission review, data review, and referrals/ requests for consultation.**

Review	Collaboration	Process
Admission review	Admission team identifies student profiles that need additional academic or social emotional support. The admissions team liaises with the relevant Learning Support teacher to review files. Files that are flagged on a routine basis, with feedback to Admissions being completed within 3 to 5 days. Student support services team members may be asked to participate in reviewing student data, evaluations, conducting screenings, meeting with families, and/or offering trial days during school hours to gain more information before enrolment. The Learning Support Teacher will consult with regular teachers, headteachers, deputies, and other stakeholders to determine which level of support will be needed for the potential student to be successful at Trident schools.	Student files on Ed-admin are flagged and sent for review to determine if any additional information is needed to gain a better understanding of a student. After the student file review is completed, the Learning Support Teacher can request additional documents, meeting with the parent and child. After information is gathered, the Learning Support Teacher will provide written feedback through Ed-admin or by email. Once the decision has been made by the admissions team, any conditions to the enrolment will be shared with the Learning Support Teacher.
Data review	At the end of each school year review meetings are held. This focuses on any areas of concern especially when the student's academic performance and progress is significantly below his Year level. This calls for further screening to determine if they may benefit from additional support. In consultation with teachers and pastoral leads, the team will further analyse and plan next steps.	Learning Support members participate in Year level meetings to review student needs and determine action plans.
Referrals/ requests for consultation	Students, parents, and teachers make direct referrals to student support services for additional services.	Referrals completed via independent request and/or internal form submission.

3.2. Student Support Referral Process

Trident schools provide learning support for students who need additional academic support. If a student's academic achievement is a concern, **the child study process** is initiated and entrance criteria into Learning Support is considered. Students who have previous documentation through an existing Learning Support Plan (LSP) may also receive learning support services.

Student Support Referral Flowchart



Updated Dec1st, 2024

Student Support Referral Process Outline

Tier	Actions	Outcome	Who is responsible? Required documentation
Tier I - UNIVERSAL Support for all/ Monitoring Intentional, short-term support planning by the teacher in consult with the LS teacher	- Teacher collaborates with the LS teacher - Identification and communication of concerns regarding students that may require some additional intentional differentiation - Teacher observes and works with the student to identify concerns - Teacher shares concerns with LS teacher	- Implementation of whole class strategies to target class needs and diversity - Implementation and monitoring of short-term support (2/3 weeks) - Support for organization - Monitoring for 2/3 weeks	<u>Evidence:</u> - Unit plans, students' reflections - Daily monitoring report card - Discussion in parent -teacher conferences - Anecdotal notes - Grade level assessments <u>Responsibility:</u> - Advisory/ Classroom teacher in cooperation with support staff - Support specialists for implementation of strategies <u>Documentation:</u> - Progress Monitoring Instruments by teacher
If concerns are addressed by Short Term Targeted Support , this is a <i>Potential Exit Point</i> If the concerns persist, progress to Tier 2 with the completion of the Learning Support Plan.			
Tier	Actions	Outcome	Who is responsible?

			Required documentation
Tier II – TARGETED Intentional/ targeted planning for some students	• Completion of the Learning Support Plan (LSP) for targeted interventions (it is important to provide as many details as possible including strategies that have been already tried) • Enrolment of student-on-student support services database on Ed-admin • In case the referral form indicates that the child requires support from different student support services, Student Study Team to evaluate the form to establish the need for a multidisciplinary support plan and the cooperation among support teams	• Further data gathering by support staff as necessary • Information is used to develop an individualized Learning Support Plan (LSP) with systematic strategies and interventions for set trial period (4/6 weeks). The support plan may include the completion of teacher-guidelines and/or accommodation plans, targeted co-teaching) • Next steps are decided at this stage based on feedback given in individual team meetings and/or grade level meetings. Next steps may include: -formal diagnostic evaluations -assignment to a LS/ EAL/ counselling case -LSP or Accommodation Plan -terminating the support and shifting to monitoring	<u>Evidence:</u> In collaboration with other specialists all observations and data points are collected. <u>Responsibility:</u> Involved support team members inform parents/ guardians about intervention and next steps. <u>Documentation:</u> Learning Support Plan is recorded by specialist of support services
If the student's difficulties continue without measurable improvement on step 2, psycho-educational and/or medical assessment report(s) and other supporting documentation will be required, and a determination for eligibility to long-term/continued support services will be established.			

Tier	Actions	Outcome	Who is responsible? Required documentation
Tier III – INTENSIVE Systematic access to support for one or multiple support services for some students	• If evaluation indicates the child requires support from various services, Child Study Team to review a multidisciplinary support plan • Parent consult to further investigation the need for a psycho-educational and/or medical/ clinical assessment • Possible recommendations are made for the involvement of further specialists in the support plans	• Development of an updated Learning Support Plan (LSP) and/or reduced timetable plan in collaboration with students, teachers, and parents. • Learning Support teacher to inform staff of new diagnostic information by adding notes to student records on Ed-Admin.	<u>Evidence:</u> Diagnostic reports Teacher feedback and grade level assessments LS benchmark assessments <u>Responsibility:</u> Learning Support teacher to inform staff of updated LSP via Ed-admin and/or email and arrange an information session with relevant teacher as necessary <u>Documentation:</u> Individualized support plans published on Ed-admin Diagnostic information reported on LSP on Ed-Admin

Meeting Schedule

Student Support Team members attend various meetings to support student learning in school.

Meeting	Description	Frequency
Learning Support Team Meeting	All Learning Support teachers and support staff meet to review strategies, interventions, and overall program implementation.	Meets every term
Collaborative Team Meeting	Grade-level classroom teachers/subject teachers collaborate with Learning Support teachers to align on student progress, accommodations, and curriculum adjustments.	Meets monthly
Learning Support Transition Meeting	Focuses on transitioning students between year groups or different educational settings, ensuring continuity in support strategies.	Meets one time a year
Student Support Team Meeting	Ad hoc meetings between the Learning Support teacher, Head of School, and relevant classroom teachers to address specific student concerns.	Meets as needed
Parent Meeting	Learning Support teacher meets with parents of students receiving support to discuss progress, adjustments, and future strategies.	Available once a term

3.3. Levels of Support

Tier 1 Support (Universal)

Tier 1 support is defined as the core educational program focusing on differentiation. This may include learning behaviour strategies, instructional strategies, or differentiated learning materials. Learning Support provides this differentiation in conjunction with what is already happening in the high quality, standards-based, general education setting.

Tier 2 Support (Targeted)

Tier 2 support is defined as targeted, short-term interventions. This may include accommodations to a student's current learning plan, in-class support, pull-out support, or co-teaching/co-planning support in the core academic areas.

Tier 3 Support (Intensive)

Tier 3 support is defined as intensive learning support provided in an individual or small group class setting outside of the general educational program. This class is targeted to meet very specific individual learning goals and skills as identified on Learning Support Plan (LSP).

The Tier Model Summary

Inclusive Model	Tier	Trident Levels	Descriptor for Learning Support
For All Students	Tier 1	Universal	Students receive differentiated instruction within the regular education classroom in consultation with LS teachers. This approach is where the written, taught and assessed curriculum is intentionally and consciously planned to cater for the diversity of all learners in a class/cohort. Some students may have an Accommodation Plan and are monitored by LS teachers.
For Many Students	Tier 2	Targeted	Individualized intervention with LS teachers or Instructional Assistants. These interventions can be written on a short term Plan or Learning Support Plan (LSP). These written interventions require differentiation to the content, process or product, assessment, and intervention services to: • Access age-appropriate curriculum • Demonstrate understandings, or • Appropriately be challenged Students are actively monitored by LS and/or benefit from inclusion support within the classroom. Students may receive some limited or short term scheduled pull out support or access to a modified curriculum in a subject area for a limited period of time to develop identified academic skills.
For Some Students	Tier 3	Intensive	Students require access to long term support services beyond reasonable accommodations which may include significant classroom monitoring, extensive modification of general curriculum in multiple subject areas, intensive one-to-one support within the regular classroom, and/or frequent afternoon intervention sessions. Students may have a diagnostic evaluation and a Learning Support Plan for multiple subjects that document the curriculum modifications required for success including content, process and assessment modifications which are noted on Ed-admin. Students require intentional differentiation to the content, process or product, a wide range of accommodations, additional assessments, and higher levels of intervention services in order to: • Access age-appropriate curriculum • Demonstrate understandings, or • Have access arrangements

3.4 Entry/Exit Criteria for Learning Support Services

Tiered Support & Entry/Exit Criteria

	Primary Schools
Tier 1	Differentiated instruction within the classroom is provided primary by the classroom teacher. Collaborative planning between the homeroom and EAL teacher takes place to ensure strategies and scaffolds are incorporated into instruction.
Tier 2	Learning Support teacher works in regular classrooms across all content areas with small groups of students, with a specific focus for support.
Tier 3	ENTRY INTO TIER 3 SUPPORT: - Has previously been in Tier 3 learning support or has previously received learning support - Has an Ed-Psych evaluation with a diagnosed learning disability stating that the student needs Learning Support - Is currently 1-2 years behind grade level using a variety of data points *Once a student enters the Tier 3 support, a letter is sent home to parents.
Tier 3	EXIT FROM TIER 3 SUPPORT: -The student has achieved grade-level proficiency, as demonstrated by assessments and data points. -The student may/may not require accommodations or beyond those available in the general education setting. -The student has met the goals outlined in their Learning Support Plan (LSP). - Regular evaluations indicate sustained academic progress without additional support. Exit checkpoints will typically be at the end of each Term. Once a student exits the Tier 3 support, a letter is sent home to parents. Learning Support teacher will follow up and monitor progress for these students across 2 years. Tier 2 supports may be provided in class, as necessary.

3.5 Reporting to Parents

For students receiving Tier 3 support, regular communication with parents via emails/Ed-admin is essential to ensure transparency and collaborative progress monitoring. At the end of each Term, the Learning Support teacher will provide a detailed report to parents outlining the student's specific learning goals, progress made, and areas for continued focus. This report will include personalized insights into the interventions used, any adjustments to the Learning Support Plan (LSP), and recommendations for additional support, if needed. The goal of this report is to keep parents informed and involved in their child's learning journey, ensuring that both school and home environments are aligned in fostering the student's success.

4. Counselling Support

At Trident, counselling is defined as a confidential, short-term, solution-focused therapeutic service offered to individual students, small groups, and/or families during times of transition, heightened stress, critical change, or other challenging situations. This service is grounded in evidence-based theories and techniques proven effective in school settings to promote social, emotional, behavioural, and academic adaptations, as well as career development. The counselling process fosters a supportive environment, empowering individuals with personal skills to make autonomous, informed decisions both daily and in the future. Through this process, students develop skills that promote personal growth, resilience, and lasting success in school and beyond.

Confidentiality is the cornerstone of the professional relationship that counsellors have with students and family members. Students and family members have a right to seek assistance whilst having their privacy respected around highly personal and sensitive issues. The counselling team will only share pertinent information when issues of safety are, such as with self-harm, or when consent is granted by student(s) or parent(s). Counsellors will provide the necessary teacher and/or staff member with essential information relevant to the situation. This is done so that the teacher and/or staff member can provide the best possible care and support for the student in the classroom.

Terms

The following terms pertaining to counselling have been specifically defined to ensure understanding by the community:

Term	Definition
Self-harm	The act of deliberately inflicting pain and damage to one's body by means of cutting, burning, scratching, and self-poisoning through medication or substances in order to relieve emotional distress.
Safeguarding	Protecting one from harm including physical, emotional, sexual harm and neglect. Counsellors have a duty to recognize the signs and symptoms of abuse and to act on any concerns.
Cyberbullying	When a student uses the internet, emails, text messages, instant messaging, social media websites, online forums, chat rooms or other digital technology to harass, threaten or humiliate another student.
Behavioural Issues	Behavioural issues refer to symptomatic expressions of emotional or interpersonal maladjustment in individuals. Such behaviours often reflect underlying challenges in adapting to social or environmental expectations, leading to actions or reactions that deviate from typical behavioural patterns.
Emotional Issues	Emotional issues arise when an individual struggles to regulate their emotions, resulting in difficulties that pose risks to their own well-being or that of others. This lack of emotional control can manifest in various ways, including emotional outbursts, withdrawal, or other disruptive behaviours that interfere with everyday functioning.

Social Issues

Social issues involve challenges in initiating and maintaining meaningful relationships, which subsequently impact an individual's ability to engage.

4.1. Model of Care

These needs are best understood in terms of the model of care. We have developed a tiered model of care to guide our practice and communicate the level of need and support a student may be receiving. Movement through tiers is determined by professional judgment through case review and outlined in the Counselling Action Plan as needed. The tier model is as follows:

4.2. Tiers of Support

Inclusive Model	Tier	Levels	Descriptor for Counselling
For All Students	Tier 1	Universal	Preventative and proactive school wide programming and interventions to support social emotional well-being. Interventions for students through grade level presentations or workshops, collaboration with pastoral teams, teachers, and other key stakeholders. Counsellors may provide brief check-ins for an individual student's social emotional well-being and monitor progress. Advising classroom teachers on behaviour and social emotional strategies. Parent and staff workshops. Provide external referrals at parent request. Personal assessment and documentation of issue raised- behavioural, emotional, physical, academic etc. Data is recorded on internal shared document between counsellors.
For Many Students	Tier 2	Targeted	The aim is to support students who are at risk for developing more severe difficulties if interventions are not provided. Counsellor led interventions includes individual counselling sessions; small group counselling, and conflict resolution. Further support may be provided to new students who are adapting to the school environment. Behaviour intervention, data collection and referrals to external health professionals will take place. Consultation and collaboration with school personnel, families, community stakeholders, and external therapists and providers. Continued personal assessment and documentation of issue raised- behavioural, emotional, physical, academic etc. Action plan is discussed with student and scheduled consultations are booked. Examples: Academic pressure, problematic technology use, social isolation, peer relationships Data is recorded on shared internal document between counsellors.
For Some Students	Tier 3	Intensive	Immediate and ongoing support for students that address individual goals and needs. Counsellor led individual and/or group counselling support where actions plans are documented on either a counselling action plan, safety plan, or behaviour plan. Referrals are made to private health professionals. Students at this tier have specific targeted goals and interventions documented in a Counselling Action Plan. The action plan should outline necessary review date timelines. Examples: stress management, peer interactions, isolation, withdrawal, familial issues, symptoms of anxiety/depression, gaming addiction, self-esteem, developmentally inappropriate sexual behaviors
For Some Students	Tier 4	Comprehensive	Immediate attention and/or action is required to support a student where a safeguarding issue has arisen. Crisis response is required if a child is at risk of harm to themselves or others. Counsellors consult with Pastoral Care and Leadership teams to develop an appropriate and immediate action plan to ensure the safety of the student. Safeguarding issues are situations that involve abuse, neglect, exploitation, or harm to vulnerable people. Examples include: Emotional abuse: Bullying, cyber-bullying, or other behaviours that make a child feel worthless, unloved, or inadequate. Financial abuse: Withholding, stealing, or squandering someone else's money. Domestic violence: Pushing, hitting, or other forms of abuse. Neglect: Not receiving essential food, medication, or care. Sexual exploitation: Grooming or other forms of sexual abuse.

4.3. Support Provided

Counselling services are data informed interventions provided through:

- **Individual Counselling:** Meeting with student(s) or family members privately to support social and emotional wellbeing.
- **Group Counselling:** Meeting with a small group of identified students to support their social-emotional development and wellbeing.
- **Conflict Mediation:** Meetings that may consist of students, parents, and teachers mentioned earlier in section to mediate conflicts using principles of restorative justice.
- **Advocacy:** counsellors support students in building skills for them to advocate for themselves and assist students in having difficult conversations with family members, peers, and/or staff members.
- **Classroom Lessons:** counsellors collaborate with teachers to provide whole-class learning on many social-emotional topics.
- **Parent Education:** counsellors introduce parents to practices that promote healthy student development and wellbeing.
- **Referral Assistance:** counsellors recommend private healthcare professionals that can help students and/or families with wellbeing services.
- **Case Meetings:** counsellors to assist in supporting the wellbeing of the student to ensure that the process of service delivery from learning support, third-party provider, and themselves is achieved.
- **Skill Building:** Meeting with students individually or in groups to learn skills in domains (self-management, social-awareness, social skills, self-awareness, relationship skills, responsible decision making).

4.3 Social Emotional Counselling Referrals

Seeing a counsellor is generally accepted as a norm by students, however, there is always the potential for stigma, or anxiety by students who may potentially be engaging for the first time. Such engagement, therefore, needs to be sensitively managed, kept confidential, and tailored in terms of timings to best fit the student's needs.

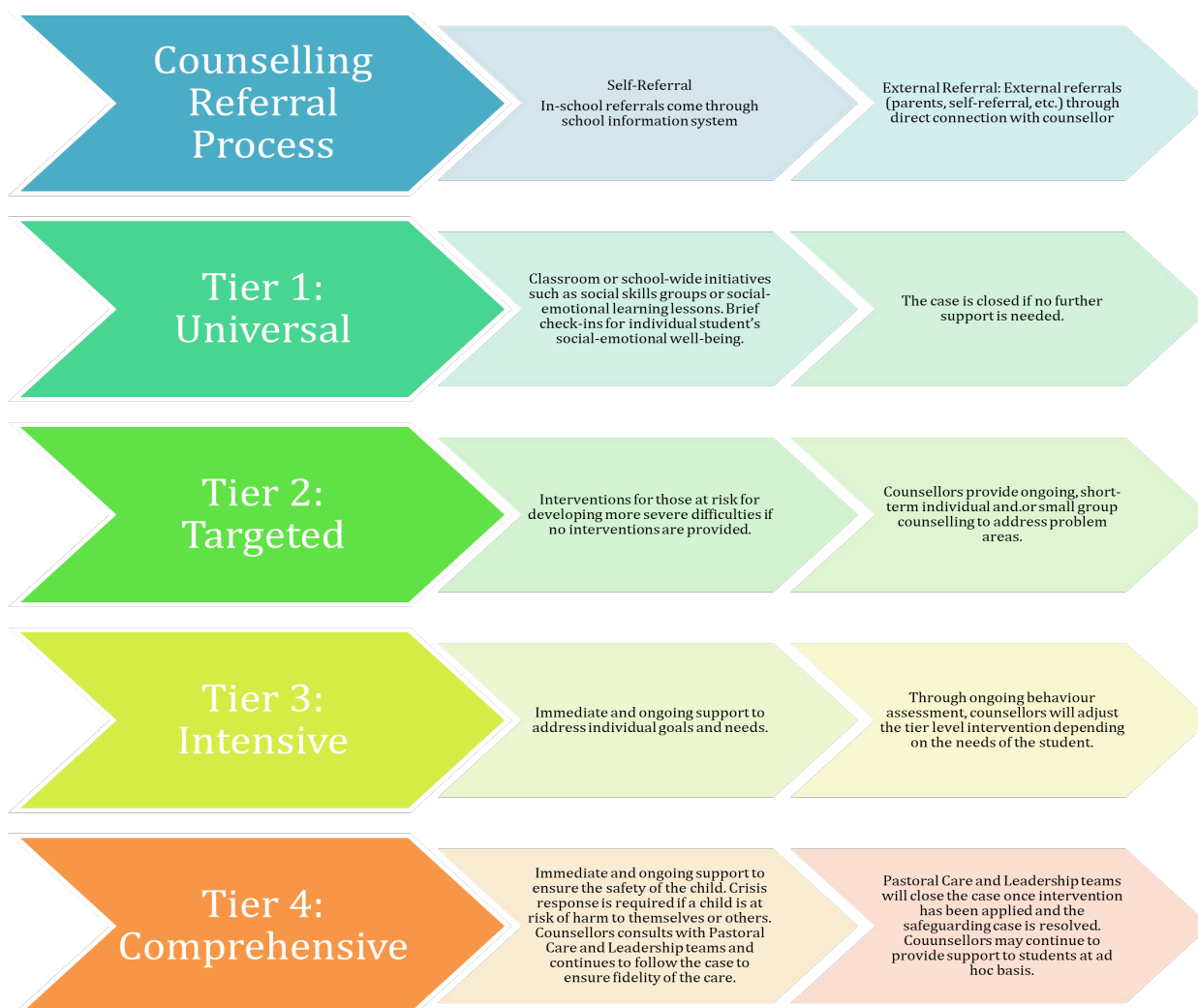
If in a crisis, access to a counsellor will always take precedence at Trident schools.

The referral process comprises of the following:

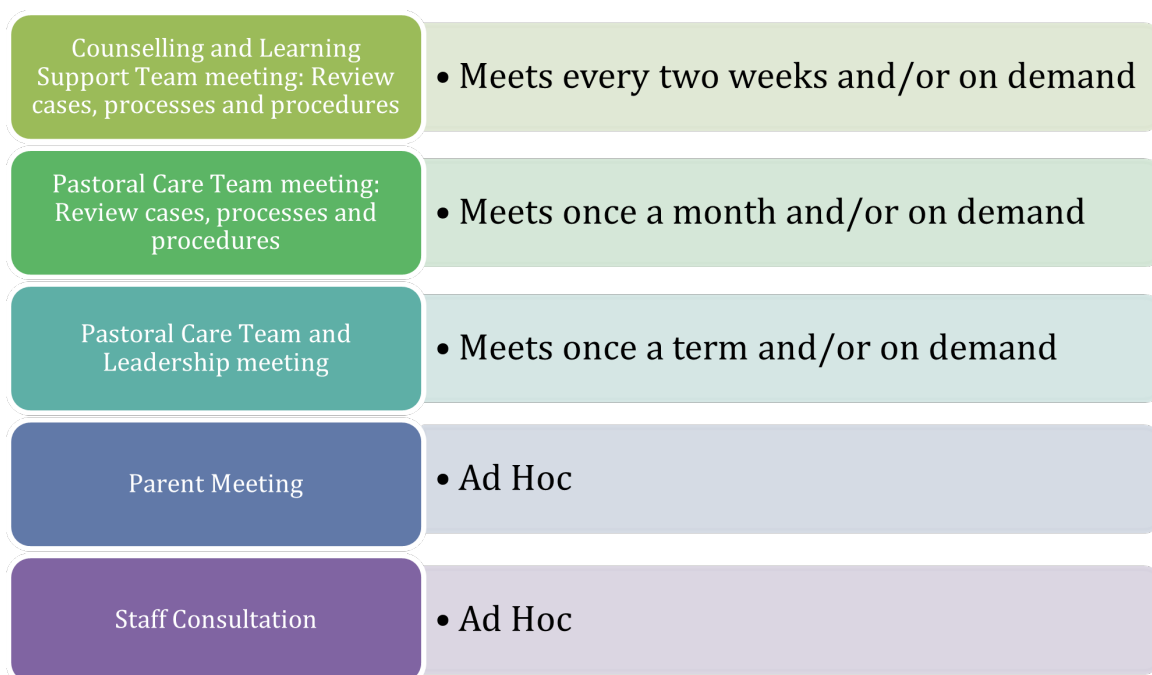
- **Self-Referrals:**

- **Students:** Students in upper primary seek support freely and voluntarily as counselling has been identified as a safe space. They refer to the classroom teacher first. Students in lower primary are referred by the classroom teacher.
- **Parents/ Family Members:** Parents and family members are able to make a referral for counselling services through email.
- **School Staff:** School staff are able to make a formal referral for counselling services through email for non-crisis related situations.
 - If there are immediate safeguarding concerns these should be communicated immediately, in person or over the phone, to the Pastoral Care Team. This allows appropriate assessment and intervention to occur to ensure the safety of the student.
- **Behavioural Referrals:** At times students demonstrate behaviours that could be labelled as negative, bad, attention-seeking and more. We understand that such behaviours need to be addressed.
 - **Please note:** Students that are engaging in general developmentally appropriate misbehaviour should not be 'sent to the counsellor's office' as this potentially disrupts their understanding of this role and intended space. General behavioural issues should be managed in line with the school discipline procedure. In Primary, the Head of School will assess the situation and collaborate with counsellors as needed.

Primary Cause for Concern Referral Process Flowchart



Counselling Meeting Structure Diagram



4.4. Social Emotional Counselling Processes

In Primary, there are no assigned counsellors. However, classroom teachers who observe students needing support in areas that may benefit from counselling share their concerns with the Learning Support Teacher and/or the Head of Primary. Together, they will assess the situation and decide on further actions to best support the student's well-being.

Criteria to determine counselling needs and the possible need for referral for outside support will be made on an individual basis with respect to the area of cause for concern.

5. Implementation of Inclusive Practices

5.1 Classroom Modifications and Accommodations

Teachers make accommodations such as adjusting assignments, providing visual aids, or alternative test formats to meet the needs of diverse learners. Unless otherwise indicated, all accommodations are to be made in all subject areas and by all teachers.

Trident schools do not offer modifications or a modified curriculum, but they can provide individualized learning program. Accommodation changes HOW a student learns, while a modification changes WHAT a student is taught or expected to learn. Accommodations allow students to access the general curriculum and meet the same standards as their peers, using supports like adjusted assignments, visual aids, or alternative test formats. In contrast, a modification involves teaching standards at a different level, outside of the standard curriculum. Teachers can make accommodations across all subject areas, ensuring equitable access to learning for all students.

Classroom Accommodations

Environment	☐ Have visual timetable in clear position ☐ Visual timer to announce transitions and mark beginning and end of an activity ☐ Support the curriculum with visuals (e.g. literacy and math visuals) ☐ Preferred seating in distraction-free area (away from door, AC unit, windows, closer to board/instruction point etc.) ☐ Stand near student when giving directions or presenting lessons. ☐ Seat student near peer helper ☐ Use varied tones/volumes of voice ☐ Prepare students for upcoming transition/ change in routine. ☐ Provide sensory sensitive lighting ☐ Reduced visual clutter (natural colours, as much natural light as possible) ☐ Provide visually highlighted points of focus ☐ Built in sensory breaks such as _____ ☐ Other: _____
Supplementary Aids	☐ Encourage use of adaptive stationary (such as weighted pencil, slant board, visual cue stickers on pencil) ☐ Math aids: for example, multiplication charts, place value charts, etc ☐ Letter sound/phonics patterns and formation charts ☐ Personal dictionary ☐ Personal word wall ☐ Use of reading rulers ☐ Use of coloured lines/margins for writing ☐ Provide adaptive paper ☐ Math manipulatives- counters, base 10 blocks, fraction bars, etc. ☐ Other: _____
Lesson Presentation	☐ Repeat group instructions on individual level ☐ Give chunked (step-by-step) instruction (in both verbal and written format) ☐ Provide written outline/notes before lesson. ☐ Provide study guides/graphic organizers at the beginning of each unit/chapter. ☐ Write key points on board and/or on student's desk ☐ Conduct oral reviews, have student repeat directions ☐ Provide peer coaching. ☐ Use multimedia/electronic devices ☐ Allow breaks during class. ☐ Follow consistent, published schedule. ☐ Ask student repeat directions ☐ Provide mnemonic devices ☐ Other: _____

Assignments	☐ Reduce/adjust homework. ☐ Allow extra time for task completion. ☐ Divide work into shorter segments. ☐ Simplify complex directions. ☐ Schedule shorter work periods. ☐ Hand out worksheets one at a time. ☐ Provide review of assignments before completion. ☐ Allow audio recording of assignments. ☐ Avoid handwritten assignments, allow word processing ☐ Allow use of technology devices for longer written assignments (typing, speech to text etc.) ☐ Other: _____
Classroom Assignments	☐ Allow extra time to complete. ☐ Provide 1:1 setting ☐ Provide small group setting ☐ Give written information on test content. ☐ Allow learner to take test in quiet place to reduce distractions. ☐ Give practice quizzes before tests. ☐ Use typewritten tests, not handwritten. ☐ Give oral exams whenever possible. ☐ Reader ☐ Scribe ☐ Prompter ☐ Scratch paper ☐ Use of notes/visual aids for assessments (when applicable) ☐ Chunked exams ☐ Other: _____
External Assessments	☐ Allow extra time to complete. ☐ Provide 1:1 setting ☐ Provide small group setting ☐ Give written information on test content. ☐ Allow learner to take test in quiet place to reduce distractions. ☐ Give practice quizzes before tests. ☐ Use typewritten tests, not handwritten. ☐ Give oral exams whenever possible. ☐ Reader ☐ Scribe ☐ Prompter ☐ Scratch paper ☐ Use of notes/visual aids for assessments (when applicable) ☐ Chunked exams ☐ Other: _____

Organizational Planning	☐ Provide organizational-skill training (goal setting, visual reminders, use of devices/strategies etc.). ☐ Provide self-monitoring checklist and encourage use of it ☐ Provide task-management assistance. ☐ Break down time expectations for task ☐ Teach how to scan for key points. ☐ Provide daily assistance in use of planner. ☐ Assign volunteer homework partner. ☐ Support formation of study groups. ☐ Teach/incorporate mnemonic strategies. ☐ Other: _____
General	☐ Provide immediate praise for achievements ☐ Recognize efforts that learners make. ☐ Provide cues for students to remain on task. ☐ Provide variety of teaching methods/multisensory mediums to meet varied learning styles. ☐ Private discussions regarding behaviour ☐ Other: _____
Physical or Medical Accommodations	☐ Fill in:

6. Admissions Protocol for Applications Requiring Special Consideration

6.1 Rationale

There will be occasions when a child applies for admission to school, and the school is uncertain whether it can meet the child's needs, such "special consideration" applications are never straight forward and can sometimes be contentious. We assume that the school welcomes students who learn differently as long as there is reasonable likelihood of candidate's success.

6.2 Basic Assumptions

- a. **GOAL:** We start from the position that no child needs to earn the right to be included and that in most cases we can design programs in which students are successful. Effective teachers can learn to teach all students.
- b. **PREPARATION:** all Admissions Committee members will come prepared, having read applicant's file and related documents.
- c. **MEMBERSHIP:** fluid, based on age/year group of the child. Difficult admissions decisions need to be taken by a team including the Head of School or the Head Teacher. The Learning Support teacher and Mainstream Teachers (representing year level or/and year levels above and below) should also be included.
- d. **MEETING FACILITATION:** a designated person facilitates this meeting.
- e. **RESPONSIBILITY:** On the rare occasions that the school finds it cannot admit a child, the decision represents the school's shortcoming, not the child's.
- f. **STUDENT SUCCESS:** a vision of student success should not be monolithic and should include more than just academic success. Student success should not be determined in comparison to other students.
- g. **ADMISSION CRITERIA:** while it is tempting to relate admissions eligibility to test scores, test scores should be used as one criterion of many to determine whether the school has a match between what it is able to provide and the specific student needs.

6.3 Success Indicators:

- a. **DEFINITION:**
 - i. What might success in our school look like for this child? (academically, social-emotionally, physically) – If the child is unlikely to reach year level academic benchmarks/expectations, what other success indicators (e.g. social or emotional) might there be that would more than compensate? And how will we go about unmasking that success?
 - ii. What might be some specific goals for this child?
 - iii. What might success look like for our teachers?
 - iv. What might success for the parents look like? And what is our understanding of the parent's goals for the student?
- b. **CRITERIA FOR SUCCESS:**
 - i. How would we know that we had achieved success? What would the child be saying/doing/feeling?
 - ii. What would teachers be saying/doing/feeling?
 - iii. How will we know that the parents have observed success for their child?

6.4 Approaches/ Strategies:

- a. Knowing where the child is academically, social-emotionally and physically, what would we need to do as a school to support his/her success at our school?
- b. What support will teachers need?
- c. What would parents need to do?
- d. What would the child need to do?
- e. Often, children who learn differently have had negative experiences with previous schools, how will we work towards developing their trust and confidence?

Reflection of Process: As a school/team, what can this child teach us? What have we learned through the process of this conversation?

7. Monitoring and Evaluation

7.1 Tracking Student Progress

Student progress is monitored through formative assessments, teacher feedback, and regular review meetings with the Learning Support team.

7.2 Annual Review of Support Plans

LSPs and other support strategies are reviewed annually (or more frequently if needed) to ensure they continue to meet the student's needs.

7.3 Promotion, Retention and Acceleration Procedures

The Promotion, Retention and Acceleration Policy addresses the following questions:

- Why would a student be promoted, retained or accelerated?
- How is the decision made, and by whom?
- What evidence is used to make the decision?

The decision about promotion, retention or acceleration should be evidence-based and supported by clear data and argument.

Terms and Abbreviations

Term	Definition
Promotion	Annual promotion of a student from one chronological grade to the next grade
Retention	Holding a student at a grade level for a subsequent year
Acceleration	Progressing through an educational program at rates faster or at ages younger than conventional this may be achieved through grade-skipping, early entrance to kindergarten or college, dual-credit courses and subject-based acceleration.

The decision to annually promote students is taken by the Head Teacher based on adequate growth and attendance. Consideration should be made in conjunction with data on attendance, academic growth, and social and emotional growth.

The decision to retain a child is taken by the Head Teacher, in cooperation with parents, based on professional assessments of a range of factors, including the student's academic progress, cognitive abilities, social and emotional development, and chronological age. Professional and parental consideration of the following questions should be given:

- To what extent will the child benefit academically from repeating the same curriculum content, learning experiences and assessment tasks?
- To what extent will the child benefit or suffer socially or emotionally from a change of grade-level peers and/or friendship groups? ¹⁰⁰
- To what extent would the child benefit from alternative supporting arrangements that would support his or her education and social development?

The decision should be made in good time, by the school's leadership team in partnership with parents, so that they may consider the implications and other options for the student.

Consideration should be made in conjunction with data on:

- the impact of recommended modifications, accommodations and differentiations made by the class or subject teacher(s) the impact of recommended support mechanisms and strategies implemented by the learning support team, counsellors and/or school leadership.
- the identification of functional behavioural analyses or psycho-educational evaluations.
- the Learning Support Handbook
- the long-term history of the student's academic progress and attainment across a range of subject areas, including that from previous schools if appropriate. This data should include internal report grades and external assessment results.
- The student's fluency in English and/or other home-tongue languages.

The evidence or data should be gathered over the course of the school year with potential identified early in the first Term and with time for the above strategies to have been implemented and their effectiveness assessed. Students, parents, teachers or administrators may request that a student be accelerated (skip a grade(s)).

All referrals for retention or accelerated placement for the new school must be made by **October 1st**.

8. Policy Review Cycle

The Learning Support Policy will be reviewed annual to ensure it remains up to date with current best practices and the evolving needs of the student population.

Terms

The following terms pertaining to the learning support program have been specifically defined to ensure understanding by the community:

Term	Definition
Learning Support Plan (LSP)	The written plan that has targeted, direct learning and pedagogical goals focused on differentiation in collaboration with stakeholders for a short term or long-term goal (by which students' needs are planned for and monitored on an individual basis). It guides and documents Tier 2 and Tier 3 interventions. It may include systematic strategies and interventions for set trial period (4/6 weeks). The Learning Support Plan may include the completion of teacher-guidelines and/or accommodation plans, Psych-ed report recommendations, targeted co-teaching etc.
Tiers of Support	The Tiers of Support is a structured, multi-level approach for delivering educational support to students. Each tier provides increasing levels of targeted support based on the student's individual needs: Tier 1 includes universal supports and high-quality teaching strategies within the general classroom, accessible to all students. Tier 2 involves more focused interventions, often in small groups, for students who need additional help beyond Tier 1. Tier 3 provides individualized and intensive support for students requiring the highest level of intervention.
Child Study Team (CST)	A multidisciplinary group of educators, including classroom teachers, learning support staff, and administration, who collaborate to assess and address the needs of students with academic, social, or emotional challenges.
Accommodation vs. Modification	An accommodation changes how a student learns the material. A modification changes what a student is taught or expected to learn. An accommodation allows a student to access the general curriculum/standards being taught and a modification is an expectation to meet standards that are on the student's level but are not taught in the curriculum.
Psychoeducational Evaluation (Ed-Psych or Psych-ed)	An Educational Psychological Evaluation is a formal psychological tool used to help determine the specific needs of a student. This includes both an educational assessment and a cognitive assessment.

Appendixes

Appendix A: Learning Support Plan

Student:		DOB:		Year/Teacher:		
Date Plan Covers:			Prepared by:			
Parent/Guardian information:			Home language/s:			Student Support Plan CONFIDENTIAL

Diagnosis information: STUDENT LEARNING: <table border="1"><tr><td>Personal Strengths (Skills / Knowledge):</td></tr><tr><td>•</td></tr><tr><td>Personal Areas of Interest:</td></tr><tr><td>•</td></tr><tr><td>Areas for Remediation:</td></tr><tr><td>•</td></tr></table>	Personal Strengths (Skills / Knowledge):	•	Personal Areas of Interest:	•	Areas for Remediation:	•	CLASSROOM ACCOMMODATIONS: <table border="1"><tr><td>•</td></tr></table>	•	STUDENT SELF REFLECTION: <table border="1"><tr><td>What supports have helped you with your academic challenges?</td></tr><tr><td>What do you want your teachers to know about how you learn?</td></tr><tr><td>What personal goals do you have this year?</td></tr></table> MEDICATIONS: N/A ADDITIONAL INTERVENTIONS: -	What supports have helped you with your academic challenges?	What do you want your teachers to know about how you learn?	What personal goals do you have this year?
Personal Strengths (Skills / Knowledge):												
•												
Personal Areas of Interest:												
•												
Areas for Remediation:												
•												
•												
What supports have helped you with your academic challenges?												
What do you want your teachers to know about how you learn?												
What personal goals do you have this year?												

ASSESSMENT <i>Current level of academic performance and additional assessment</i> <table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																							
LEARNING SUPPORT RECOMMENDATIONS:																							

GOAL 1			
Goal Statement:			
Current level of performance	Objectives	Strategies, programs, materials and/or resources	End of Year Update
	•		

GOAL 2			
Goal Statement:			
Current level of performance	Objectives	Strategies, programs, materials and/or resources	End of Year Update
	.		

Appendix B: Student Support Team Initial Meeting Form

Student's Name:				Date:	Meeting #	
DOB:		Year:	Teacher:			
Requested to attend:						
Strengths	Referral Concerns/ Deficits	Action – Plan		Who & When		
•		1.		1.		
Attendees:				Follow-up Date:		
Other Information:						
Learning Support			Counselling			
Yes No Exit	Monitor / Area:		Yes No Exit	Monitor:		
Current Level:	Level of Support / Area:		Current Level:	Level of Support:		

Appendix C: Pre-Referral Checklist for the Primary School

Pre-Referral Checklist for Primary School Learning Support

It is often the case that referrals start with an informal conversation about a student. These conversations should be encouraged, but with some structure attached so that LS can get to the possible cause of the issue. When a teacher approaches a LS team member about learning needs the following should happen before a formal referral is made:

The classroom teacher will do:

- A student file review should be done by the teacher to ascertain relevant information about educational history.
- Give specific information about the issues they are seeing (including the collection of work samples, or specific description of behaviour observed).
- Assessment data should be reviewed by the teacher to gain further insight into the achievement of the student.
- The English or French teacher should be consulted by the class teacher to determine whether s/he is seeing consistent trends in learning.

The LS teacher will:

- Do a classroom observation of when the learning needs could most easily be seen.
- Give the teacher some differentiation strategies to implement and then set a schedule for following up.
- Follow up with the classroom teacher after strategies have been tried.

At this point either additional strategies should be tried, or a referral should be made. By the time a referral is made there should be **significant** evidence that there is in fact a learning issue in need of remediation.

IF in the collaboration with the LS and classroom teacher, there appears to be the need for further intervention or strategies, parents should be notified by the classroom teacher and informed that the Child Study Team will convene to discuss the child's specific needs. At this point the child will be tracked by the LS teacher until a learning disability is confirmed or ruled out. Support should continue on a consultative basis until this determination is made.

Appendix D: Learning Adjustments Checklist

LEARNING & SUPPORT ADJUSTMENTS

Addressing learner diversity

Student Name / Class / Grade:	Date:
School:	Year/Grade:

Classroom Adjustments

1. ☐ Seat near teacher
2. ☐ Assign student to low-distraction area
3. ☐ Seat near positive peer models
4. ☐ Use individual workspace
5. ☐ Assistance to organise equipment
6. ☐ Use of time-out
7. ☐ Stand near student when giving instruction
8. ☐ Arrange classroom for safe visibility, accessibility, and movement
9. ☐ Alternative furniture or resources e.g. Therapy stool, OT cushion, pencil grip, FM Monitor etc
10. ☐ Daily schedule/Visual timetable
11. ☐ Timer, Stress relievers etc
12. ☐ Other (please specify)

Presentation of Lesson

13. ☐ Adjust workload: provide alternative task or reduce task items; give alternative assessment
14. ☐ Use visual aids
15. ☐ Provide explicit instructions and communicate the purpose of the learning task including chunked instructions
16. ☐ Give clear behavioural goals & expectations
17. ☐ Explain criteria for learning tasks / assessments
18. ☐ Ask student to repeat instructions for clarification and understanding
19. ☐ Use high-impact, game-like materials
20. ☐ Call on student often to check focus
21. ☐ Requires additional acknowledgment and praise effort
22. ☐ Give verbal and visual reminders for student to stay on task
23. ☐ Use large type
24. ☐ Keep page format simple and removedistractions from paper
25. ☐ Use dark ink
26. ☐ Use buff-coloured rather than white
27. ☐ Divide page into clearly marked sections

Support Services

In school support:

47. Implement behaviour contract/reward system
48. Modify or change student's schedule to fit optimal learning times
49. SLSO (Teacher's Aide) in class support
50. Volunteer Tutor
51. Parent volunteer
52. Work with LAST
53. EAL/D

Alternative Assessment / Evaluation Procedures

27. ☐ Permit student to type or use word processing or iPad or scribe
28. ☐ Adjust grading criteria based on individual
29. ☐ Arrange for oral testing/have support staff administer test/assessment task
30. ☐ Provide NAPLAN support (extra time, reader, scribe etc)

Independent Work Strategies

31. ☐ Provide student with digital recorder
32. ☐ Arrange for note taker
33. ☐ Simpler or fewer task expectations
34. ☐ Longer task time

Organisational Strategies

35. ☐ Use visual timetable or daily schedule
36. ☐ Use of checklist for learning tasks or assessment
37. ☐ Arrange for a duplicate set of classroom materials to use at home
38. ☐ Develop parent/school contract

Homework Modification

39. ☐ Adjusted Spelling Lists
40. ☐ Differentiated Maths Homework
41. ☐ Other (Please specify)

Behaviour

42. ☐ Behaviour contract
43. ☐ Social Stories
44. ☐ Teach student to monitor their own behaviour
45. ☐ Conflict Resolution Strategies
46. ☐ Other (please specify)

54. Peer Tutoring

- ACU Speech pathology
- School Counsellor

Out of school support:

57. Counselling
58. Behavioural therapist
59. Occupational Therapist
60. Speech therapy
61. Other:

Appendix E: Checklist for Learning Support Admissions

Checklist for Learning Support Admissions

What information do we need to make a good admissions decision for Learning Support/ Special Education students?

From parents	From teacher or school	From file review/ paperwork
• Interests/ strength • Language spoken • Previous test results & reports • Social skills & behaviors • Emotional skills & behaviors • Adaptive/ functional life skills • Parents' perceptions of child's school experience • Parental goals • Student self-knowledge • Assistive technology/ equipment needed • Number of moves in this child's life • Relationship between child's difficulty and impact on home life; successful strategies used • Degree of success of current ILP/IEP program modifications • Parent follow – up, follow through on recommendations	• Current testing, ILP/IEP • Program modifications • Support provided • Student/teacher ratio • Socialization • Behavioural comments • Extra support outside the school • OT, PT, SLT, psychologist, counsellor, social work • Successful strategies • Specific obstacles • Degree of parental support • Student self-knowledge/ advocacy	• Current testing/ IEP • Face-to-face interview whenever possible; otherwise, online meeting required for special education admissions • Report cards (at least last 2 years) • Information/ description of last school/program • Medical information • Learning Support report

Appendix F: Outside Support

Services not included in this Student Learning Support Handbook should be sought from external providers. Specialist support such as Speech and Language Therapy, Occupational Therapy, Psychotherapy, and Psycho-educational Diagnosis will be referred to external professionals. Due to limited local support services in Zambia, online support and specialists in Lusaka should be considered. Trident Schools collaborate with **Eleveight Wellness Solutions**, a professional consultancy based in Lusaka, to assist with specialist referrals. For more information, you can contact:

- Name: Suwilo Namfukwe, Managing Consultant | Clinical Psychologist
- Company: Eleveight Wellness Solutions
- Phone: +260 963 635 830
- Email: Suwilo.Namfukwe@eleveightws.com
- Website: eleveightws.com

Eleveight Wellness Solutions serves as an important resource in connecting families with the required external support.