



WELLINGTON
COLLEGE
INTERNATIONAL SCHOOL
BANGKOK

Learning Support Policy

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1. Introduction

- 1.1. The Learning Support (LS) Department has, in partnership with teachers, responsibility for addressing any student need (other than pure EAL, which is the responsibility of the EAL Department) that may present a barrier to learning. LS is managed by the whole-School Head of Learning Support.
- 1.2. Wellington College Bangkok is committed to developing all learners and endeavours to teach students appropriate strategies for overcoming any barriers to learning and develop to their fullest potential socially, emotionally and intellectually. We encourage all students to develop their personal skills and to become successful independent learners. We appreciate that any child may need support at some time, whether with behaviour, an emerging learning difficulty, or due to an emotional need (eg as a result of a divorce or bereavement).
- 1.3. This policy informs teaching and learning throughout the school and ensures that appropriate support is given to students who need it.
- 1.4. Understanding and responding positively to the needs of all students is a responsibility of all teachers in the school, as well as the LS Department and the School Leadership.
- 1.5. The LS Department is run by a full-time Head of Learning Support, overseeing a team of LS Teachers and ALTs, as well as the School Counsellor, and delivering support provision and plans.

2. The Aims of this Policy

- 2.1 To implement excellent practice to create a fully supportive learning environment.
- 2.2 To anticipate and meet the needs of students in the School identified as having any learning support needs.
- 2.3 To ensure that no student is unfairly or unreasonably discriminated against, in any area of school life including public examinations, on the basis of a learning need or deficit.
- 2.4 To facilitate the identification, at the earliest opportunity, of any student who may benefit from support, whether long- or short-term.



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- 2.5 To ensure that teachers are aware of individual student needs, and that such needs are understood as being the shared responsibility of staff.
- 2.6 To ensure that all students' records, on iSAMS and elsewhere, include appropriate information relating to their learning support needs, any interventions that have been provided and the outcomes of such.
- 2.7 To ensure that regular reviews of the students' progress are conducted and that next steps are implemented.
- 2.8 To ensure that relevant staff work in partnership with the students and their parents at all stages.
- 2.9 To ensure that the students are included in decision-making concerning types and forms of intervention and targets for action.
- 2.10 To ensure provision of appropriate training, Professional Development and Research opportunities for teachers.
- 2.11 To provide or facilitate appropriate training for teachers so that all are able to support students' needs

3 Admission arrangements (see also Admissions Policy)

- 3.1 Entrance Assessments are designed in part to gather information to pass on to Teachers. Learning needs identified at the Assessment stage are referred to the Head of Learning Support for consideration, which may include further assessment. Any subsequent decision on acceptance is made by the Head of School, after consultation with the Head of Learning Support.
- 3.2 Parents are required to inform the School of any specific learning needs their children may have *before* any offer is made. Parents are required to forward to the School any assessment reports which clarify their child's specific learning difficulties. Such reports may be used to help determine whether the School is able to meet the particular needs of a child with specific difficulties. The school will not offer a place to a child if we cannot meet their needs sufficiently well.

4 Learning Support Needs

- 4.1 Additional support is likely to be needed when a child:
 - 4.1.1 Is experiencing significantly greater difficulty in learning than the majority of children of similar age
 - 4.1.2 Has had long-term absence
 - 4.1.3 Has specific gaps in learning which are not being closed in the normal way
 - 4.1.4 Is experiencing social, emotional or behavioural difficulties
- 4.2 Responsibility for coordinating and monitoring Learning Support provision



- 4.2.1 The Head of Learning Support (HoLS) is responsible for the oversight of the LS department on a daily basis. This includes monitoring and evaluating the progress and needs of students who are receiving support. The HoLS also delivers provision.
- 4.3 The provision of Learning Support
 - 4.3.1 Learning Support (intervention) is additional to, or otherwise different from, the educational provision made generally for students.
 - 4.3.2 The school is committed to making appropriate provision of teaching and pastoral support for students who need it.
 - 4.3.3 Such provision is a matter for the school as a whole. All members of staff are aware of the learning and pastoral needs of every student that they teach and do their best to meet each student's need.
 - 4.3.4 The needs of individual students are identified and actively taken account of by teachers in their planning for each lesson.
 - 4.3.5 All teachers refer to the relevant Learning Support information in order to keep fully informed of students' needs and the recommendations for their support.
 - 4.3.6 The lowest level of LS need involves the Learning Support department providing guidance and resources to class teachers and observing behaviour. The next level is support of a specific student from the Learning Support team, either in class or in a small group outside the classroom. The final level is intensive support from the Learning Support team, either in small groups or on a 1:1 basis. The introduction of an Individual Support Assistant (ISA – which incurs an extra charge to the parent) is discussed at this level.
 - 4.3.7 Students are encouraged to take an active role in managing their learning and to set themselves high standards.
 - 4.3.8 Parents are involved in decision-making and are appropriately involved in recommendations, actions and interventions/provisions at all stages.
 - 4.3.9 Provision may include, but is not limited to, the following:
 - 4.3.9.1 Establishing trusting and positive relationships with children
 - 4.3.9.2 Differentiated learning materials
 - 4.3.9.3 In-class support for individuals or groups
 - 4.3.9.4 Team teaching
 - 4.3.9.5 Withdrawal – small-group and 1:1
 - 4.3.9.6 Access Arrangements for exams and assessments
 - 4.3.9.7 Training, support and advice for teachers and/or parents
 - 4.3.9.8 Liaison with Individual Support Assistants (ISAs)



- 4.3.9.9 A dedicated area in the school for children to calm down and take some time out if they are struggling to cope with their emotions
- 4.3.9.10 Proactive behaviour management plans
- 4.3.9.11 Individual Support Plans (ISPs)

5 Learning Support Referral procedures

- 5.1 Learning Support can be requested for a student by Teachers or by parents. In all cases, such suggestions should be discussed with the HoLS, and taken forward as necessary from there.
- 5.2 For all referrals to Learning Support, an online LS Referral Form is completed. The Head of Learning Support evaluates the referral and provides intervention planning.

6 Evaluating the effectiveness of Learning Support provision

- 6.1 It is important to recognise that the benefits supplied to a student by any Learning Support provision or intervention can and should be measurable, measured, recorded and tracked.
- 6.2 The implementation and effectiveness of an individual's support may be evaluated using various criteria. When any support plan is drawn up, success criteria (quantitative as well as qualitative) must be included, and the success of the plan subsequently measured against them. Criteria include, but are not limited to:
 - 6.2.1 Demonstrable improvement in Attainment, Progress and/or Motivation Grades.
 - 6.2.2 Individual Support Plan (ISP) targets met within the specified timeframe.
 - 6.2.3 Achievement in class and in any formative or summative assessments.
 - 6.2.4 Formal and informal feedback from Teachers and parents on relevant development and progress
- 6.3 The overall effectiveness of the Learning Support provision in the School should be analysed regularly through assessment of the following (not an exhaustive list):
 - 6.3.1 Timely response to student referrals made by teachers or parents.
 - 6.3.2 The numbers and patterns of students referred for Learning Support.
 - 6.3.3 The range of needs addressed and the range of support put in place.
 - 6.3.4 The involvement of teachers and outside agencies.
 - 6.3.5 Relevant INSET/Professional learning delivered and any related lesson observations and feedback from lessons.
 - 6.3.6 Records of meetings.
 - 6.3.7 Records of any complaints and how these were resolved.
 - 6.3.8 Records of exam/test results with students.
 - 6.3.9 Large-scale comparison of exam/test results before and after Learning Support interventions.



6.4 **Independent Support Assistants (ISAs) and Assistants of Learning and Teaching (ALTs)**

- 6.4.1 All classes from Pre-Nursery to Year 6 have dedicated ALTs and all children should have equal access to this additional support.
- 6.4.2 If a student requires significantly more support than other students, then parents may be required to fund a full/part-time ISA, who is appointed and employed by the School.
- 6.4.3 The Learning Support department will liaise regularly with the ISA and parents to ensure appropriate support is in place.

6.5 **Working with parents**

- 6.5.1 Communication, and the relationship, between parents and Teachers, including the Learning Support Department, is of critical importance to children's success and flourishing in School. Regular and frequent formal and informal communication is essential. Everyone – parents and all relevant Teachers – should be confident at all times that information and understanding regarding a child's needs are always moving freely. Everyone should feel that they are fully informed of concerns, recommendations and outcomes.

6.6 **Involving students in their own learning**

- 6.6.1 Wellington College Bangkok has high expectations of all students and trains and encourages them to take responsibility for their learning.
- 6.6.2 As much as is reasonable, students are involved in the processes of identifying areas for support and agreeing targets.
- 6.6.3 The Learning Support department monitors the progress of the students and may invite them for reviews following exit from direct LS support provision.

6.7 **Parents** play a key role in enabling their children to achieve their potential at school and are responsible for:

- 6.7.1 Informing the School about any specific needs their children may have *before* application to the School, and providing copies of formal assessments written by educational psychologists, specialist teachers or other professionals.
- 6.7.2 Requesting assessment and/or intervention if they feel it to be necessary
- 6.7.3 Allowing initial assessment to take place in the School to establish the possible existence of learning difficulties.
- 6.7.4 Participating constructively in sympathetic and positive discussion in relation to their children's difficulties, attainment and progress