



### **I.13 Learning Enrichment Policy**

#### **I Principles and objectives**

- The main aim of the Learning Enrichment (LE) department at King's Bangkok is to help all students achieve their learning potential, whether or not they have a specific learning difficulty or disability.
- We believe that naming our learning support department 'Learning Enrichment', stresses the principle that support must be available for all students during their time at King's Bangkok. The need for support may be short-term, typically for support with study skills, or long-term for those with a disability, a specific learning difficulty or simply a less conventional learning style.
- In LE, we focus on developing our students' self-esteem, confidence and motivation as well as their learning skills. We encourage a desire to learn by emphasising greater self-awareness to enable students to develop their own strategies to overcome difficulties in school and in later life.
- LE helps staff to develop an understanding of specific learning difficulties and learning styles and to implement differentiated teaching to maximise the learning potential of all students.
- We believe that if all students are to achieve their full potential, they must have total access to the curriculum. This includes special arrangements for examinations, where appropriate.
- The LE department operates an open door policy. This means that staff, parents and any student can seek support and advice whenever required.
- The LE teachers use a multi-sensory approach to learning, whereby students are guided to work carefully through the following three stages in year 3 and above:
  1. The student must acknowledge their learning need(s) and accept responsibility for their role in supporting and overcoming their difficulties.
  2. The student is encouraged and given support to explore and try out new or different learning strategies to help their learning need(s).
  3. The student is encouraged and given support to consolidate strategies which are proven to be the most effective.

#### **2 Admissions**

For detailed information, please see the Admissions Policy on the King's College International School Bangkok website.

#### **3 Identification of Learning Needs**

In addition to classroom observations, informal testing is carried out by the LE Department from time to time to assess whether individual students may benefit from some targeted support.



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GL CAT4 tests are used for admissions and in years 3 and 5 and GL Progress tests in Maths, English and Science are also carried out within the school at various points to identify any underlying learning difficulties that may be affecting a student's achievement. These assessments also help us identify whether a student is working at their potential. Students identified through this process may then be provided with targeted support. Some students may also be referred for a specialist or educational psychologist assessment for further investigation, which may lead to additional provision.

The SLT are informed of any concerns as and when they arise by the teachers or LE teachers so help can be given as soon as possible.

### **3 School examinations**

The senior school prepares students to sit public examinations for the International GCSE Examinations (IGCSE), and A level exams.

#### **3.1 Examination concessions in public exams**

Candidates who have a disability or specific learning difficulty may be entitled to Access Arrangements for public examinations following consultation with the school's LE department.

Candidates who may need such special arrangements due to a learning difficulty will require a formal assessment by a specialist assessor or appropriately qualified psychologist. Before arranging an assessment, parents should seek advice from the LE department, as the school may be required to show that there is 'evidence of need' before the assessment. The assessor or psychologist must be one who has been approved by the school, and who has established contact with the school prior to the assessment, or the report will not be valid for examination concessions. The signed report must be made available to the school, and be valid at the time of the examination for which special arrangements are being claimed. Reports need to be submitted to the LE department at least five months prior to the examination(s) taking place. When we become a recognised centre for public examinations, the school is obliged to provide historical evidence of the candidate's needs and will also be required to show how these needs have been recognised and met throughout the student's school career.

It is the responsibility of the parents to ensure that formal assessment reports are kept up to date. However, the LE department will endeavour to remind parents when a report needs to be updated.

For candidates with physical disabilities, medical needs or mental health issues, special arrangements can only be put in place if recent supporting evidence from a specialist consultant has been provided to the school.



Any candidate who encounters a physical or emotional disability during the period leading up to the exams or during the examination period may be awarded special considerations after discussion with the LE department, and in consultation with the appropriate examination awarding body.

### **3.2 Examination concessions in internal exams**

During the course of student's internal assessments, the school will seek to provide special arrangements for students who have learning or medical needs which are similar to those required for public examinations.

Such students may complete their internal exams in a separate group so that their needs can be monitored and evidence collected to meet the requirements for public exams. Special exam laptops will be provided for those candidates who require word-processing facilities in their examinations.

## **4 Use of PCs in lessons and in exams**

King's Bangkok recognises that for certain students, typing rather than writing in class and in exams may be the most appropriate method of organising and presenting their work. Only those students who have had a formal assessment by an external specialist or a member of the LE department are allowed to type in exams or in class.

### **4.1 Use of PCs in exams**

IGCSE and A level boards are clear that the use of word-processing facilities in public exams cannot be granted to candidates purely due to a personal preference for typing or because a candidate can work faster on a keyboard, or uses a laptop at home.

In line with these rules, King's Bangkok students are only permitted to use word-processing facilities in examinations (internal and external) if they would benefit from a word processor because of at least one of the following difficulties:

- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly;
- a relevant medical condition;
- a relevant physical disability;
- a relevant sensory impairment;
- planning and organisational problems when writing by hand; and
- excessively poor handwriting.



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The exam boards also insist that the use of a word processor must also reflect the candidate's 'normal method of working'. This means that all extended writing tasks both in class and for homework should be typed.

In order to meet these requirements for public exams, King's Bangkok permits the use of a laptop in class and as a student's normal way of working if the following conditions have been met:

- a need has been established and its use is recommended by a school-approved specialist assessor, medical specialist, or occupational therapist;
- formal approval of this arrangement has been given by the school's LE department. (This approval can only be given after a handwriting and typing assessment. Typing skills need to be of sufficient speed and accuracy to be able to cope in class and students will need to have received guidance in the organising of printing and filing of work when using a laptop.); and
- the use of a laptop/word processor is the normal mode of working. Regular use of a laptop or word-processing facility, without the school's approval, does not constitute a 'normal mode of working'.

### **4.2 Use of PCs in class**

4.2.1 All students, of any age, who have had an assessment and formal approval from the school LE department, will be entitled to bring in and use their own PC in class. If a student wishes to use the PC to help with organisation, but does not wish to use the PC as the normal way of working and in examinations, then the form tutor or house tutor may give permission and no formal assessment of typing needs to be done.

4.2.2 A student's behaviour when using the PC in class must be responsible at all times and conducive to effective learning. A PC used in class should only be used as directed by the teacher and for the purposes of work. Inappropriate use of the PC is defined in the Acceptable Use Policy for Students: ICT at King's Bangkok.

4.2.3 The school takes no responsibility for accidental damage. All PCs brought into the school should be covered by the student's own insurance. The school recommends that PCs are of a portable size and carried in a protective case.

4.2.4 Sanctions may be applied for inappropriate use of a PC in class in accordance with the schools' Behaviour, Rewards and Sanctions Policy.

## **5 Curriculum, targets and integration strategies**



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It is the school's policy that students with Learning Enrichment needs have full access to the curriculum and are included in a fully-integrated teaching programme. If any teacher feels that a student may not be fulfilling their potential, either because of a possible learning difficulty or for any other reason, they can refer the student to LE via the student's form/house tutor. Where deemed appropriate, LE will provide lessons on a one-to-one basis or in small groups. Support may also be given in class.

Students are encouraged to explore and develop learning strategies and techniques which enable them to fulfil their potential.

For students who have exam needs or require ongoing support, an individual Education plan (IEP) is prepared and made available to all staff via the school's database. [Example of IEP on SchoolBase](#)

### **6 Parents**

Parents are encouraged to work in close partnership with the Learning Enrichment department. If a parent has a concern about the academic progress of his/her child, the school encourages the parent to make contact with the form tutor via email or in person.

### **7 Students**

All students are encouraged to approach the Learning Enrichment department for help and advice in liaison with their form/house tutor.

When it is agreed that a student would benefit from some additional support outside the classroom, the LE teacher will arrange lessons on a convenient day and time.

It is a principle of the LE department that a student, once they reach the Senior School is consulted at each stage of the decision-making process.

Attendance at LE lessons is recorded on the Schoolbase.

### **8 Staff**

LE informs and updates form/house tutors and subject teachers on an ongoing basis via meetings and Schoolbase.

If any teacher feels that a student may not be fulfilling their potential, either because of a possible specific learning difficulty or for any other reason, they can refer the student to LE via the student's house tutor (in the Senior School) or form teacher/head of year (in the prep and pre prep school).



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Emphasis is given to the importance of security and confidentiality of all LE information, where this information can be found and how this information should be interpreted to support the student's learning in class.

Training needs are reviewed on an annual basis.

### **9 Reporting**

The LE teachers maintain regular contact with the parents of students who receive support from Learning Enrichment as and when appropriate to discuss progress, evaluate specific targets and to allow parents to share their concerns. Individual Educational Plans are drawn up when necessary.

### **10 Transfer to other schools**

The LE teachers will liaise and cooperate closely with other schools if students leave the school. Advice is available to students and parents about SEN provision in tertiary education, and the steps which need to be taken when making university applications, including application for a Disabled Students' Allowance if appropriate.

Confidential papers, such as educational psychologist reports, will only be transferred with written consent from the parents.

All policies are reviewed regularly and are subject to change.