



# KING'S COLLEGE INTERNATIONAL SCHOOL

## BANGKOK

<b>Reference number</b>		<b>Policy name</b>	Learning Enrichment Policy
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<b>Person(s) responsible</b>	Mrs Sarah Raffray Executive Principal	<b>Date of next review</b>	June 2024
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<b>Vision, mission and values</b>	<p><b>Mission</b> To produce well-rounded, academically successful, happy young men and women.</p> <p><b>Vision</b> To engage, inspire and extend our students, our staff and the wider community in an inclusive and holistic manner.</p> <p><b>Values</b> To create a community where everyone mirrors our values of good manners, kindness and wisdom.</p>
<b>Purpose</b>	<p>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 difference or disability.</p> <p>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 skills for learning, or long-term for those with a disability, a specific learning difference or simply a less conventional learning style.</p> <p>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.</p> <p>LE helps staff to develop an understanding of specific learning difference or special educational need (SEN) and to implement differentiated teaching to maximise the learning potential of all student and achieve optimal personal success for all students</p> <p>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.</p> <p>The LE department operates an open door policy. This means that staff, parents and any student can seek support and advice whenever required.</p> <p>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:</p> <ol style="list-style-type: none"><li>1. The student must acknowledge their learning need(s) and share responsibility for their role in developing strategies to manage their individual differences.</li><li>2. The student is encouraged and given support to explore and try out new or different learning strategies to help their learning or behavioural need(s).</li><li>3. The student is encouraged and given support to consolidate strategies which are proven to be the most effective.</li></ol>

<b>Approved by</b>	SLT	<b>Date</b>	19/06/2023
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### 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 difference 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 skills for learning, or long-term for those with a disability, a specific learning difference or Special Educational Need 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 learner needs and to implement differentiated teaching to maximise the learning potential of all students, through an inclusive and holistic approach.
- 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. We recognise that all staff must recognise that learners with identified learning or other needs may be more vulnerable to being targets of abuse and we will record any instances where this occurs.
- We believe in providing inclusive classroom environments, where the teaching spaces include facilities to support a diversity of learners - this may include quiet corners, access to sensory tools, specific seating or furniture and access to assistive technology.
- 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 & AT's use a multi-sensory approach to learning, including LE specialist in class support, group work and 1:1 teaching, whereby students are guided to work carefully through the following three stages in year 3 and above:
  - I. The student must acknowledge their learning need(s) and accept responsibility for their role in supporting and overcoming their differences.



# KING'S COLLEGE INTERNATIONAL SCHOOL

## BANGKOK

2. The student is encouraged and given support to explore and try out new or different learning strategies to help their learning differences.
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.

In Early Years, pupils regardless of their SEN needs, will be admitted into their year group unless there are exceptional circumstances, which would warrant placement at stage of development not age as more appropriate - summer birthday, transitioning from a different academic year start date (Australia/NZ). Occasionally it may be recommended that pupils repeat a year of education in Early Years. Children from older year groups may be considered for stage of development not age placement in rare and exceptional circumstances only.

## **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. The LE department works closely with parents to support this process.

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 needs 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. Other specialist SEN assessments may be carried out by the SENDCo, to gather further evidence of any learning differences. Some students may also be referred for a specialist or educational psychologist assessment for further investigation, which may lead to a diagnosis and specialist recommendations.

The SLT are informed of any concerns as and when they arise by the teachers or LE teachers so targeted support 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 difference 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 Educational 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 may not be valid for examination concessions. A list of specialists that the school use is available from the LE department. 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. For IGCSE's this is after the student's 14th birthday and within 2 years of the examination date. Reports need to be submitted to the LE department at least five months prior to the examination(s) taking place. 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 Access arrangements**

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. Additional time, usually up to 25%, may be allowed if this is the student's normal way of working and assessment evidence supports this need. Other access arrangements include separate invigilation, use of a prompt, rest breaks, enlarged font, use of keyboard to allow typing, use of a reader pen, reader or scribe.

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;



# KING'S COLLEGE INTERNATIONAL SCHOOL

## BANGKOK

- a relevant sensory impairment;
- planning and organisational problems when writing by hand; and
- Illegible or slow handwriting.

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.



# KING'S COLLEGE INTERNATIONAL SCHOOL

## 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**

It is the school's policy that students with Learning Enrichment needs, including but not limited to cognitive or learning differences such as dyslexia, differences with memory, differences with processing, differences with communication and interaction skills, sensory or physical needs, social, emotional or mental health 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 difference or for any other reason, they can refer the student to LE for an initial assessment via the student's form/house tutor. Following exploration and consultation with teachers, LE may provide lessons on a one-to-one basis or in small groups. Support may also be given in class. Should further assessment be required or an intervention be recommended following an initial assessment, parents will be informed to discuss recommendations and next steps.

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 support plan (ISP) or individual behaviour support plan (IBSP) is prepared and made available to all staff via the school's database. [Example of ISP on SchoolBase](#)

All SEN students are expected to access the usual school curriculum available to them. However, in some cases it may be appropriate for pupils to be withdrawn from a specific subject in the curriculum in order to allow for targeted levels of support to be implemented, which will have a greater benefit to their overall learning. Decisions regarding withdrawing pupils from subjects in the curriculum will only be made in consultation with the Heads of School, parents, LE department and or external specialists.

### **6 Parents**



# KING'S COLLEGE INTERNATIONAL SCHOOL

## BANGKOK

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 class or form tutor via email or in person. Parents are expected to be part of all ISP planning and review meetings.

### **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 in senior school.

### **8 Staff**

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

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 via the [LE referral form](#) to LE via the student's house tutor (in the Senior School) or form teacher/head of year (in the Early Years and Primary School).

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.





LE training needs are reviewed on an annual basis and SEN CPD is delivered throughout the school by LE staff and external specialists.

## **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. They will be destroyed according to PDPA guidelines.

All policies are reviewed regularly and are subject to change.