



Learning Support Policy (BISP)

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1. Rationale

The British International School Phuket seeks to provide personalised and ongoing support that enables our learners, inclusively, to access learning. According to the IBO, Inclusion is “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (Diversity & Inclusion, p.2, 2020)

The Learning Support (LS) department assumes a solutions-driven approach in supporting our learners in order to maximise potential. This means looking closely at our students and our pedagogical approaches to find ways to support any identified needs. The LS department works closely with parents and staff to help understand the nature of a particular barrier to learning. The department is student centred and considers practical ways to create change for a student in order to efficiently move a student towards greater independence and confidence. This is supported by collaborative investigation, interventions and assessment, coordinated by our department and recorded for staff to access.

This Learning Support policy details how BISP will strive to ensure that appropriate provision is made for any student who is receiving support from the LS team, and that those needs are made known to all who are likely to teach/interact with them.

1.1. Department Aims

The main aim of the department is to help all students recognise and reach their academic potential and for all students to feel supported in any area that affects their academic performance in a social, emotional or intellectual context.

1.2. Definitions

Students require Learning Support provision if they are not making the desired rate of progress expected for a child of that particular age and stage &/or need support in any area that affects their academic performance in relation to a social, emotional or academic context.

2. Responsibilities

2.1. The Headmaster and Principals

The Headmaster and Principals are responsible for:

- The quality and standard of Learning Support provision across the school;
- The implementation of this Learning Support Policy;
- The integration and deployment of Learning Support services related to this policy.

2.2. The Primary and Secondary Learning Support Coordinators

The Primary and Secondary Learning Support Coordinators are responsible for:

- Coordinating their school's approach to formulating and implementing inclusive practices in relation to student's learning needs/barriers;
- Facilitating observations and assessment of learning needs;
- Providing intervention to meet the needs of learners;
- Liaising with parents/guardians regarding progress and provision.
- Providing all members of staff with the knowledge and skills they need to identify students who require learning support;
- Building strong working relationships with community support services
- Keeping detailed records of students who receive learning support
- Acting as a source of support and expertise within the school community and sharing best practice.

2.3. All staff

All staff are responsible for:

- Being aware of students who require learning support in their classrooms;
- Proactively providing appropriate support/intervention for them;
- Allowing students who receive support from the LS department to integrate into mainstream activities/experiences, as is reasonably practical and compatible;
- Encouraging students to disclose learning concerns or seek help when necessary;
- Reporting any learning concerns to the school's Learning Support Coordinator or relevant staff;

3. Learning Support Provision

The school recognises there is a continuum of learning support and employs specialist expertise to provide appropriate intervention/support for children of all ages. At times specific students may require specialist external support or interventions which will be coordinated by the LS team and paid for by parents.

All children and young people are different. We all have different preferences, strengths and ways of learning. Some children and young people have Special Educational Needs and/or Disabilities (SEND).

At BISP we use the [SEND Code of Practice](#) (2015) as a guide and adapt their models and definitions to suit the needs of our community. The SEND Code of Practice states: *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made, namely provision different from or additional to that normally available to pupils of the same age.*

A child or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age,*
or

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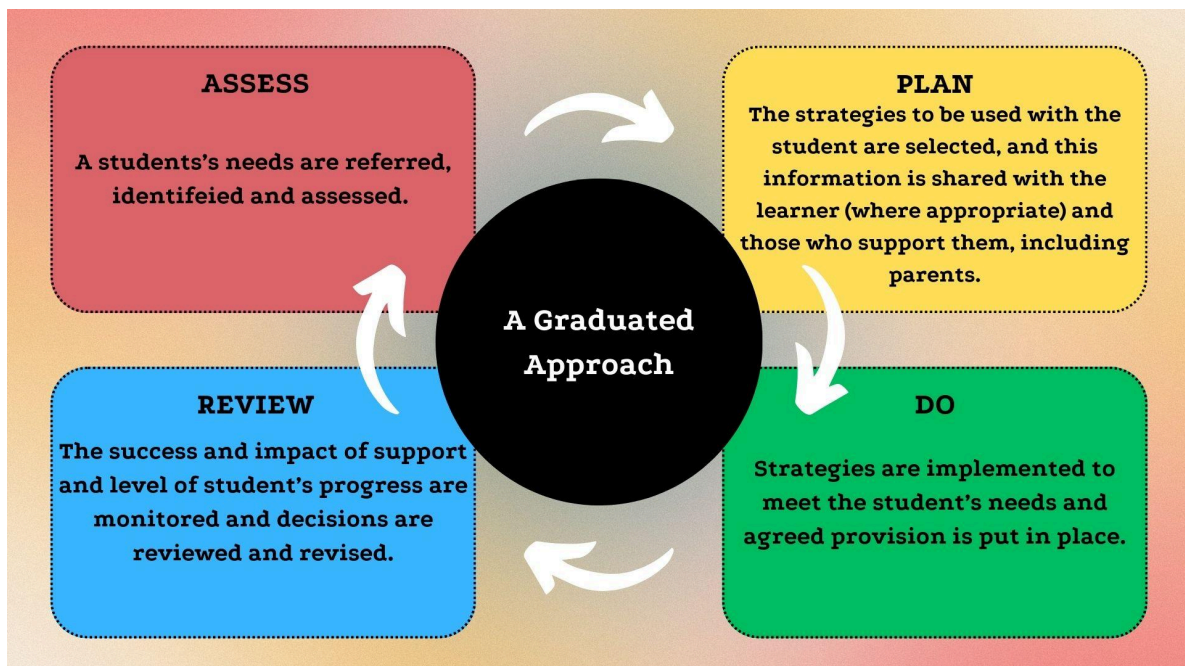
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age*

There are **4 areas of need**, as set out in the Code of Practice. Many students may have needs across more than one category and certain conditions may not fall neatly into one area of need. These terms are used on student information sheets (SIS) and on the Learning Support register on iSams. The 4 areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Physical and/or Sensory.

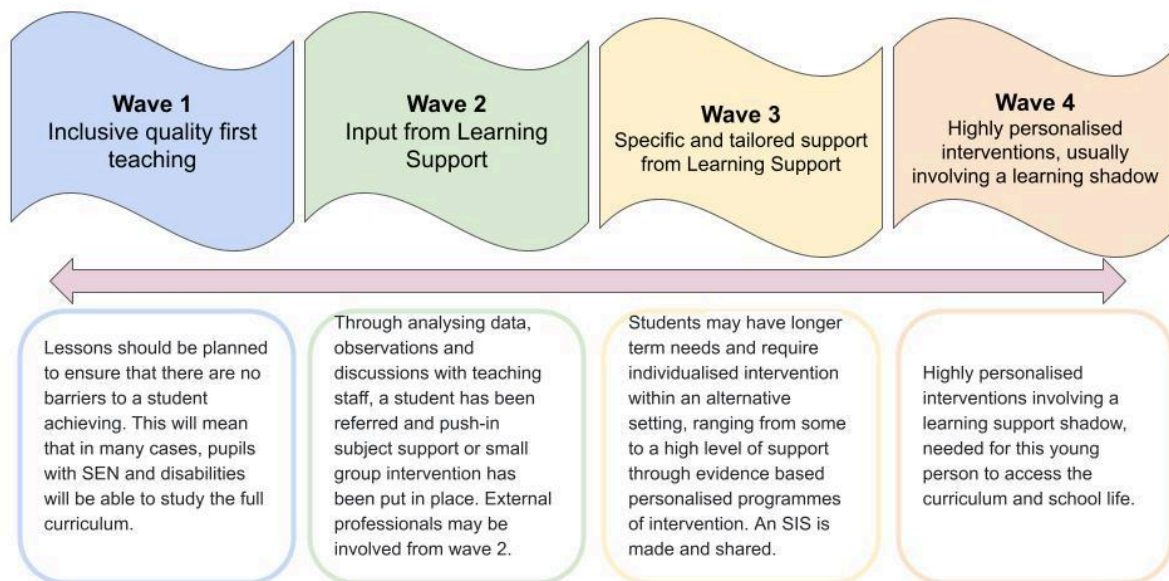
At BISP, the Learning Support departments follow the **graduated approach**.

- **Assess** – a student's support needs are referred, identified and assessed.
- **Plan** – the strategies to be used with the student are selected, and this information is shared with the learner (where appropriate) and those who support them, including parents.
- **Do** – where strategies are implemented to meet the student's needs and agreed provision is put in place.
- **Review** – the success and impact of support and level of pupil or student's progress are monitored and decisions are reviewed and revised



The graduated approach provides a **waves of intervention** model, which we have adapted for BISP. The waves model of intervention is a useful management tool to support curriculum planning, inclusive teaching and personalised approaches to address diverse needs.

Graduated Approach - Waves of Intervention



Wave 1: Inclusive Quality First Teaching/Universal support for all children without any additional intervention. Lessons should be planned to ensure that there are no barriers to a student achieving. This will mean that in many cases, pupils with SEN and disabilities will be able to study the full curriculum. The Learning Support department provides training at insets on topics such as differentiation and advise when attending pastoral, faculty and year group meetings.

Wave 2: Through analysing data, observations and discussions with teaching staff, a student has been referred and push-in subject support or small group intervention has been put in place. External professionals may be involved from wave 2.

Wave 3: Specific and tailored pull-out lessons with Learning Support. Students may have longer term needs and require individualised intervention within an alternative setting, ranging from some to a high level of support through evidence based personalised programmes of intervention. An SIS is made and shared.

Wave 4: Highly personalised interventions involving a learning support shadow, needed for this young person to access the curriculum and school life (In this instance the Principal must approve and parents would be expected to pay) .

3.1. Monitoring

At the beginning and throughout the school year teachers are informed of students' challenges through regular formal and informal meetings and workshops with the LS staff. In the Secondary School the LS Coordinator meets regularly with the Heads of Middle, Upper and Senior School and the pastoral team, weekly for Middle School (Years 7 - 9) and fortnightly for Upper School (iGCSE Years 10 - 11) and Senior School (IB Years 12 - 13). Recommended strategies are offered and shared in order to support students on our

register. The LS register is stored on the school's secure management information system, iSAMs. In the Primary school the LS Coordinator meets with the Senior Leadership Team on a weekly basis to review any new children or concerns about a child's performance/ability. They also attend weekly year group meetings as necessary to share and review recommendations and strategies.

3.2. Parent partnership and student agency

At BISP, parents play a key role in enabling children and young people to receive Learning Support provision to help them achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways to support them. All parents of students receiving Learning Support provision will be treated as partners and encouraged to play an active and valued role in their children's education.

Students and young people receiving Learning Support provision often have a unique knowledge of their own needs. Therefore, their views about the help they would like to have to make the most of their education will be ascertained. They will have been encouraged to participate in all the decision-making processes and to contribute to the assessment of their needs, the review and transition processes.

3.3. Admissions

If a student with previously diagnosed or identified learning needs applies to the school, this will be first seen by the Admissions Team and Primary and Secondary Leadership Teams on Open Apply and raised with the LS Coordinator during their scheduled meetings. This is then reviewed and further information sought from parents or previous school if needed. The LS Coordinator will carry out specific assessments if needed to ascertain barriers to learning and support needed for that student to access the curriculum. A decision will be made based on learning needs and the physical and staffing capacities of the school. Health, sensory and physical needs in consultation with medical needs will be reviewed in collaboration with the school's medical team.

Students identified with significant behavioural or educational needs may not be able to transition to the next year group if the school is unable to support their needs at that time. The Principal and LS team will discuss with parents well in advance if such a circumstance is foreseen and recommend the best pathway for the student.

If a student requires additional support – including but not limited to external assessments, occupational therapy, speech and language therapy, a personal assistant or tutors – services are at the parents' expense.

3.4. Inclusion for Students in Examination classes (including access arrangements)

All students have the opportunity to demonstrate their ability under assessment conditions that are as fair as possible. Inclusive arrangements are in accordance with IBO, BTEC and Cambridge IGCSE Board guidelines. Candidates for accommodations are registered by the Head of Senior School for IB/BTEC assessments and Head of Upper School for the IGCSE assessments. Links to the current access arrangements for IB and IGCSE are provided in Appendix 1: Reference Documents. Changed or additional conditions during assessments are not intended to compensate for lack of ability, rather they more fairly enable a student to demonstrate their level of attainment.

The Learning Support department and the Heads of Upper and Senior School work closely with students ensuring that accommodations are well understood and in place.

It should be noted that the school management (Secondary Principal, Head of Upper School, Head of Senior School) and LS Coordinator must authorise any recommendations made to examination boards, hence the school reserves the right to make the final decision regarding examination dispensation. Internal accommodations are documented on Exam Dispensation Certificates. The following accommodations are registered for:

- Use of a scribe, reader, prompter, assistant or communicator, laptop
- Assistive technologies (speech recognition, reading, writing software)
- Additional time beyond 10%
- Separate testing location

Any/all of these accommodations are provided to students throughout their course of study, to ensure that they become the student's usual way of working. Applications are submitted online (IB & Cambridge) and a timeline is established to ensure psycho-educational / medical assessments and educational evidence (reports) are current.

3.5. Further Learning Support Interventions: External Support

Following a programme of individualised support, LS staff may seek external support if the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing social communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When the school seeks the help of external support services on behalf of the parents (e.g. psychologists, coaches, therapists and counsellors), those services will need to see the students' learning support and academic records. Parent permission is sought before contacting an external specialist. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the students directly.

3.6. Referrals and Inclusion

BISP believes that provision for students receiving Learning Support is a matter for the school as a whole. The referral procedure is explained to staff at the start of year INSET programme, and reminders given in year level and faculty meetings and can be found on the [Primary](#) and [Secondary](#) LS staff website.

The identification and assessment of barriers to learning of students whose first language is not English requires particular care. Where there is uncertainty about an individual, teachers will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language or a possible specific learning need.

3.6.1. Primary School referrals (see [referrals process](#))

There are 5 main systems in operation within the primary school to provide for student needs.

- The 'Flag-Up'
- Initial Referral
- Investigation and observations
- Decision of support needed: consultation of parents, assessments and/or other strategies and support provided for teachers.
- The Annual Review

3.6.2. Secondary School referrals (see [referrals process](#))

There are 4 main systems in operation to raise a concern:

- The Initial Referral
- Investigation and observation
- Decision of support needed: consultation of parents, assessments and/or other strategies and support provided for teachers.
- An Annual Review

3.7. Storage of Data

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British International School Phuket is fully committed to keeping student information confidential. Information regarding students' learning needs is held on the school's iSams system which is only accessible by teaching staff. This contains information regarding a diagnosis, main barrier to learning and the student's SIS document. Documents might be shared with external agencies such as exam boards, educational psychologists, therapists, only with permission from parents. Learning Support documents will be deleted and/or shredded 3 years after a student has left British International School Phuket.

4. Policy Links

- Admissions policy
- Teaching and Learning Policy

Appendices

Appendix 1: Reference Documents

- [IB Access & Inclusion Policy](#)
- [Admission Policy \(BISP\)](#)
- [IGCSE Access Arrangements](#)
- [IGCSE Access Preparation Form](#)
- [Blank SIS form](#)
- [Learning Shadow Guidelines](#) **pending approval / draft as of June 2023*