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## Inclusion Policy (formerly “Learning Support”)

Policy # 8.1

Approved: January 2017

Circulation: BMTSP

Reviewed: October 2019

Date for Review: October 2021

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*“Not every child has an equal talent or an equal ability or equal motivation, but they should have the equal right to develop their talent and their ability and their motivation, to make something of themselves.”*

*- J F Kennedy*

### Philosophy

Students at UWCT are part of an inclusive learning community that is both respectful and accepting. We acknowledge that each child has their own unique strengths, educational approaches and learning styles. We believe that effective learning support (LS) for those with learning differences utilises a collaborative approach, supporting students, teachers and parents in developing an environment that results in optimum learning. It is the responsibility of all teachers to ensure that support is relevant, contextual and consistent with the school curriculum, occurring inclusively wherever possible.

### Aims

This Learning Support policy aims to:

- Provide parents and staff with clear expectations about what UWCT can and cannot do to support students with learning differences.
- Provide a framework within which students with learning differences may be identified as early as possible, have their needs evaluated and appropriate action taken.
- Create an atmosphere of trust and open, respectful communication when identifying and discussing individuals with learning differences, including those with social, emotional, behavioural and other challenges.

### Objective

The objective at UWCT is to provide those students whose needs we are able to meet, with the learning support they require in order to enjoy success and achieve their full potential, within the UWCT educational programme.

It is important to note that the scope and availability of Learning Support services are limited and generally reserved to those with mild to moderate learning differences. UWCT is frequently unable to support students with severe or complex learning and/or physical disabilities, visual impairments or profound mental, emotional, behavioural or \*cognitive disabilities (see \*Arrowsmith Program below).

## Identification of pupils who require learning support

UWCT acknowledges that in all cases of learning difference, early diagnosis and referral are important since these are likely to optimise the effectiveness of any action taken to deal with the issue.

### *New applicants*

As part of the 'Open Apply' application process, all parents/guardians are asked if their children have received any learning support in a previous school. Any application for the admission of a child with a specific learning difference will be considered carefully by the administration to ensure that UWCT is able to meet the needs of the child. Parents/guardians who make such an application are expected to cooperate fully with UWCT and to provide the school with all relevant documentation. Failure to do so may result in the school refusing admission to, or requiring the withdrawal from school of a student.

The Principals are responsible for ensuring that full documentation is completed internally for any child who, on admission, has previously received special services. After full consideration of all the available information, an interview with the child and their parents/guardians (either in person or via Skype) and discussion with the relevant Learning Support (LS), the Head of School will make a recommendation as to whether the child should be admitted to UWCT and under what conditions. A final decision will then be communicated to the parents/guardians. It must be clearly understood that the school does not commit itself, upon entry, to keep any child at the school indefinitely. In some cases, the school may only be willing to commit to keeping a child for a year or until the final year of the division/section in which the child is enrolled. Whenever a conditional offer of acceptance is made, it is important that the conditions attaching to such offers are clearly spelt out, in writing, by the Head of School or the relevant Principal.

The information gathered on new applicants is used in conjunction with the tiered descriptors listed on the documents '8.1a Learning Support Class Placement Guidelines and Ratios' when placing new students in classes to ensure an even and equitable distribution of the range of learning needs across the school.

Upon admittance, those with a history of requiring learning support will undertake further assessments and observations after which the child's learning support programme will be reviewed with the parents to establish an appropriate course of study at UWCT (see below).

### *Existing students*

Where a student consistently fails to make progress or is well beyond a grade level ahead of expectations (1.5 - 2 years ahead), homeroom teachers (primary) or subject teachers (secondary) may refer them to the appropriate LS staff using the LS Referral Form. Screening and appropriate assessment will then take place to establish the nature of any learning differences, the extent to which they disadvantage the student and how their learning needs may be met. Assessment is likely to use a variety of methods such as formal testing, observation in lessons, review of documentation, interviews and meetings.

Based on the outcome of this assessment, the needs would be identified and recommendations for the support of the learner would be made. Parents are invited to discuss these recommendations. The four main categories used to identify needs at UWCT are given below:

- *Special Educational Needs (SEN)* - Students who have come to the school with an Individual Learning Plan (ILP) or who require services from the Learning Support Department.
- *English for Speakers of Other Languages (ESOL)* - Students who require ESOL support in the form of an IEP or additional help at Diploma level.
- *Behaviour (BEH)* - Students who demonstrate behaviours that are developmentally inappropriate and may cause a disruption to the child, the child's learning, or the learning of others.
- *Extension (EXT)* - Students who consistently exceed grade level expectations in one or more subject areas and are in need of extension activities in these subjects.

Applicants may also apply to join the Arrowsmith program, an intensive avenue of our Learning Support Department, or can be referred to Arrowsmith staff during the regular process of admission. In this instance, separate screening would be conducted by Arrowsmith staff in order to assess suitability.

All students who receive regular support in any of the above areas should be added to the current Learning Support Register until such time as the formal learning support comes to an end.

### **Referral to outside agencies**

Where the LS staff, the Principal or the Head of School believes that a professional assessment by an outside agency is necessary, either to determine eligibility for admission or because of professional concerns regarding a student who is already in the school, the parents/guardians of the child concerned will be required to arrange for such an assessment to take place as soon as possible and to share the findings with the school. The school can offer assistance with these arrangements. The parents/guardians are obligated to follow through on any of the recommendations made in the assessment. Failure to comply with either of these requirements may lead to the school refusing admission or asking for the withdrawal of the child from school. Such referrals may require the services of professionals such as, but not restricted to, an educational psychologist, a speech and language pathologist, an occupational therapist or a counsellor.

### **Levels of intervention and support**

The nature of support provision depends entirely on the individual needs of the student and is decided on a case-by-case basis. Support may include one, or a combination of the following:

- Additional help and/or specific strategies from the class teacher.
- In-class support provided by an LS teacher or LSA or EA (e.g 'push-in') during the normal timetable
- Support by withdrawal from class during lessons provided by an LS teacher or LSA or EA (e.g. 'pull-out')
- Small group instruction either in class or by withdrawal (ie. 'push-in' or 'pull-out')
- Participation in the Arrowsmith program
- Monitoring of behaviour and social needs by either the LS teacher and/or others
- Counselling sessions with the school counsellor
- Occupational and/or Speech & Language Therapy (often outside of school hours)

Some students may have needs beyond that which the LS, classroom and subject teachers are able to provide. In this case, the school and parents will collaborate to organise a Learning Support Assistant (LSA) to 'shadow' and work with the student throughout the school day. Alternatively, the LSA may provide either 'push in' or 'pull out' support. The LSA will be employed by the school but such support will be charged

directly to the parents. The LSA is supervised and supported at school by the learning support team and class or subject teachers. Alternatively, the student may also be referred to Arrowsmith program staff, so an Arrowsmith assessment can be done, with the possibility of an alternative educational program offered.

## Documentation

Documentation is handled differently in the Primary and Secondary divisions.

In the Primary all referrals to LS should be made on the [Learning Support Referral Form](#). After assessment, students who are identified as requiring assistance

### In the Secondary School

- If a student is a concern, teachers will collaborate to identify patterns for this student across subjects, and share strategies that may support this student more. These are coordinated through student concern meetings, counsellors or homeroom teachers. Strategies implemented are documented for at least 4 weeks.
- If the above strategies are NOT successful the student is referred to the appropriate Learning Support (LS) staff using the [Initial Learning Support Referral Form](#).
- A Learning Support teacher then becomes the case manager. If needed the case manager will work with the teacher who referred the student to complete a [Detailed Learning Support Referral Form](#).
- Following referral, screening and appropriate assessment will then take place to establish the nature of any learning differences, the extent to which they disadvantage the student and how their learning needs may be met.

Previous text is below:

In the first instance all referrals to LS should be made on the [Learning Support Referral Form](#). After assessment, students who are identified as requiring assistance in any of the four categories of support identified above, should be entered onto the 'Learning Support Placement Ratios Form' (if they are not already on this) and the 'Learning Support Register' for the current year.

Students who receive regular 'push-in' support from a LS teacher should have this recorded on the [In-Class Support Plan](#), a summary will also appear on the appropriate Grade tab of the Learning Support Register. Students with more significant needs and/or those who receive regular 'pull-out' support require the nature of their support to be documented on a full [Individual Learning Plan](#) (ILP). All students on the support register must have their support documented on one of these two forms.

Students who are on the Arrowsmith Program may also attend regular UWCT classes for a smaller percentage of their time in school, although they may not participate fully in all aspects of the work (eg homework or assessments). Arrowsmith students will therefore have an [Arrowsmith-UWCT Participation Plan](#) to outline the extent of, and objectives for, their UWCT classes.

## Inclusive access arrangements

For students with identified learning needs or access requirements, an application can be made to the International Baccalaureate (IB) for inclusive access arrangements during examinations. These include

extra time of 10%, 25% or 50%, a reader or scribe, braille, coloured paper, rest breaks, use of a laptop, modifications to the visual complexity of an examination paper or modifications to the language of the examination paper. Also, additional language learners may receive learning support to bridge and develop their language

There are two parts to the application. Firstly, the IB requires a psychological/psycho-educational/medical report or evidence from a language test for additional language learners. A psychological/psycho-educational/medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licences in their country of residence.

Secondly, the school has to provide a 'history of need' which might include an internal IEP or other LS support documentation. All students must have had the opportunity to trial and use the access arrangements appropriate for their needs during internal 'mock' examinations. This is an essential part of the process and concessions cannot simply be applied for, or put in place at the final hurdle. The access arrangements applied for should reflect each student's normal way of working and the school must demonstrate that students *are already using them* for end of unit tests, examinations, coursework and assignments. Students who feel they might qualify for special access arrangements should, in the first instance, discuss the matter with the Diploma Coordinator, at the start of their IBDP.

### **Tests administered**

At UWCT, we have staff who are qualified and able to administer a range of diagnostic tests or assessments, generally with little to no cost. Where a diagnostic is required by the School, costs may be incurred by parents.

### **\*Arrowsmith Program**

The Arrowsmith Program at UWCT, is a Learning Support program outside of the mainstream classroom, for up to 20 students at any one time, and is based on the philosophy that it is possible to address specific learning difficulties by identifying and strengthening weak cognitive capacities.

The Arrowsmith Program first identifies areas of learning strengths and weaknesses for students through careful assessment in order to create an individualised learning profile. It then utilises the science of neuroplasticity to design a programme of individualised exercises that target the student's precise areas of weakness.

The programme is designed for students with a range of learning difficulties, and has benefitted students that have experienced difficulty with reading, writing, mathematics, comprehension, logical reasoning, problem solving, visual and auditory memory, non-verbal learning, attention, processing speed and dyslexia.

The Arrowsmith programme works closely with class, homeroom and other learning support teachers to enable the transition between classes to be as successful as possible. Within the Arrowsmith programme, students who are unable to access grade level Numeracy and Literacy classes, have support sessions with Arrowsmith teachers. The support and remedial curriculum follows the same plans and procedures as the

mainstream classes. Arrowsmith teachers work closely with Grade level numeracy and literacy teachers to ensure consistency.

Referral for existing learning support students within UWCT, for the Arrowsmith programme is documented in both the Primary and Secondary school Learning Support policy and should be made in consultation with the Primary or Secondary Principal and Arrowsmith staff. Arrowsmith teachers are trained in determining suitability on a case by case basis.

Arrowsmith teachers are specifically trained and certified in the Arrowsmith programme, and there is a 1:10 teacher to student ratio in the classroom. All Arrowsmith students access some mainstream classes with their homeroom, with Time In and Thai Language and Culture being mandatory. Specific mainstream choices are determined on a case by case basis and student participation in Arrowsmith classroom ranges anywhere between 1-6 periods depending on student need.