



Satit Prasarnmit
International Programme

LEARNING SUPPORT POLICY

SELF-RELIANCE | PARTICIPATION | INNOVATION | PROGRESSION

Satit Prasarnmit International Programme

Learning Support Policy

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Beliefs and Statement of Intent for Learning Support

SPIP's mission is to ensure that every student receives the support, guidance, and resources they need to thrive academically, socially, and emotionally. We are committed to fostering an inclusive environment where all students, regardless of their individual needs, are valued and empowered to reach their full potential.

We believe in a person-centered approach that recognizes and respects the unique strengths, challenges, and aspirations of each student. Through collaboration between staff, families, and external agencies, we aim to provide tailored, evidence-based interventions that support students' learning, well-being, and development.

Our goal is to create a safe, supportive, and stimulating educational environment where students with learning support needs or Special Education Needs (SEN) are encouraged to participate fully in all aspects of school life, celebrate their achievements, and build the skills necessary to succeed both in school and in the wider community.

Objectives of the Learning Support System

- To identify and provide for students who have academic and additional needs.

- To work within the guidance provided in the SEND Code of Practice.
- To provide support and advice for all staff working with students, recognising that the progress of all students, including those with learning support needs or SEN, is a whole school responsibility.
- To ensure parents and students are informed of and involved in decisions about students' learning support.
- To ensure the highest quality of education and provision is in place across all Key Stages at SPIP.

Links to Other Documents

This policy is modelled after the standards laid out by the United Kingdom SEND Code of Practice and has been written with reference to the following guiding documents:

- [Equality Act 2010: advice for schools, DfE](#)
- [SEND Code of Practice 0-25](#)
- [Toolkit for schools: communicating with families to support attendance, DfE](#)
- [Tracking Progress and Managing Provision, NASEN](#)

This policy should be read in conjunction with the following SPIP Policies

- [Pastoral Policy](#)
- [Behaviour Policy](#)

Roles and Responsibilities

The **Head of School** has the responsibility to:

- Vet development and implementation of the school's Learning Support Policy.
- Ensure effective learning support provision across all areas of school life, supporting inclusivity and diversity.
- Ensure compliance with Learning Support Policy and documentation requirements.
- Promote professional development for staff on SEN strategies and inclusive practices.
- Collaborate closely with the Pastoral team to monitor and review learning support and student progress.
- Engage parents and external agencies, ensuring open communication and holistic support for students.
- Lead continuous review and improvement of the Learning Support Policy.

The **Head of Pastoral** has the responsibility to:

- Ensure the well-being of all students, including those with learning support needs, promoting a supportive and nurturing environment.
- Lead the development of learning support strategies, whilst addressing the emotional, social, and behavioral needs of all students.

- Collaborate with the Learning Support Teachers to ensure students receive the appropriate pastoral support alongside academic interventions.
- Monitor the social and emotional progress of learning support or SEN students, providing targeted support where needed.
- Provide support to staff in managing the pastoral needs of learning support or SEN students, including training on emotional and behavioral strategies.
- Work with parents and external agencies to support the emotional and well-being needs of students' learning support needs.
- Coordinate interventions for learning support or SEN students facing emotional or behavioral challenges, including counseling or mentorship programs.
- Monitor and evaluate the Learning Support system, ensuring its effectiveness and making improvements based on student needs and feedback.
- Coordinate with the Exams Officer to ensure Exam Access Arrangements are applied for in a timely manner.
- Facilitate Exam Access Arrangements with students and families.
- Ensuring continued effective communication with parents, informing and whenever possible involving students and their parents in decisions regarding SEND support.

The **Learning Support Teachers** have the responsibility for:

- Working as part of the SPIP Pastoral Team, analysing student data and putting actions in place to address gaps.
- Developing and delivering the school's strategy for students with learning support needs or SEN.
- Identifying students who need learning support in a rigorous and timely manner.
- Auditing current and predicted needs so that they can be met effectively.
- Monitoring and evaluating the effectiveness of intervention programmes.
- Ensuring continued effective communication with parents, informing and whenever possible involving students and their parents in decisions regarding learning support.
- Participate in Parent-Teacher meetings for students with learning support needs where possible.
- Provide specialist Learning Support Reports regarding student progress at the end of each term.
- Together with the Learning Department , provide support for staff on ways they can meet the needs of individual students.

All teachers and/or tutors have responsibility for:

- Knowing which students in their class have additional needs and ensure appropriate strategies are in place to support them so they can make progress.
- Working closely with the Learning Support and Pastoral Team to provide the best possible education to all students.
- Referring any concerns using the relevant referral system.
- Providing information about students as and when requested.

Key Contact Details

Head of School: Sathibhoph Somtua (sathibhoph.so@spip.in.th)

Head of Pastoral: Shirlene Pang (shirlene.pa@spip.in.th)

Learning Support Teacher: Prisca Wu (prisca.wu@spip.in.th)

Learning Support Teacher: Kong - Adisorn (adisorn.sa@spip.in.th)

Identifying Learning Support Needs

Early identification of learning support needs is critical to their academic success and fulfilling their potential beyond SPIP. The UK Code of Practice states that teachers should seek to identify students who are making less than expected progress given their age and individual circumstances. We identify the needs of students holistically and considering the whole child. Ways that students may be identified include, but are not limited to:

- Entrance exam results
- Bridging Course results
- English ability tests
- Screening results
- CEM reports
- Referral by the student
- Referral by the parents/ guardians
- Student Circulars
- Referral by teachers, tutors, Heads of Departments, Heads of Years and Senior Leadership
- Referral by outside agencies
- Failure to meet expected progress despite high-quality teaching
- Behaviour reports including rewards and sanctions

It should be noted that slow progress and low attainment may be an indicator of learning difficulties but does not necessarily mean that a child has special educational needs. Learning difficulties can occur across a range of abilities and affect even the most high achieving SPIP students. Leaving students unsupported may lead to frustration, low self esteem and emotional or behavioural difficulties. It is the responsibility of teachers, parents and all adults to acknowledge when children need support and provide them routes to the best possible outcomes.

Parents/ guardians are strongly encouraged to inform the school of any concerns or prior identified needs as soon as possible to ensure that their child receives the best possible support at the earliest stage in their school careers. Please contact one of the Key Contacts above if you would like to inform SPIP of any learning needs your child may have.

Learning Support will begin after obtaining consent from parents/ guardians. In term 1, the school will contact parents/ guardians to discuss the possibility of giving extra support to their child and agree on goals and strategies to be used. Diagnosis of specific learning needs is not necessary to have a student

included on the Learning Support Register. Similarly, having a diagnosis of learning needs does not mean the student must have a Learning Support Teacher. Each child's unique needs are considered when designing support to give them the best possible outcomes.

Types of Learning Support

Each learner is unique, whether they are on the Learning Support Register or not. All teachers at SPIP aim to employ the best teaching and learning strategies to ensure every student meets their highest potential. Learning Support Teachers may be employed depending on the students' needs and level of support needed. The amount of support given by Learning Support Teacher may be classified in the following categories:

- Band 1
 - No Learning Support Teacher
 - No Learning Support Reports required
 - Differentiation and support strategies are employed by subject teacher
 - Support and diagnosis from external specialists may be considered if parents feel it is appropriate
 - Can be initiated by teachers, parents or students' referral
 - Access arrangements may be considered
- Band 2
 - Student will have a Learning Support Teacher
 - Learning Support Report provided each term
 - Subject teachers will collaborate with the Learning Support Teacher
 - Support and diagnosis from external specialists is recommended but not compulsory
 - Can be initiated by teachers, parents or students' referral
 - Access arrangements are encouraged
- Band 3
 - Student will have a Learning Support Teacher
 - Learning Support Report provided each term
 - Subject teachers will collaborate with the Learning Support Teacher to deliver lessons
 - Support and diagnosis from external specialists is highly recommended
 - Can be initiated by teachers, parents or students' referral
 - Access arrangements are strongly encouraged

Examples of Learning Support

Each child is unique and will have support strategies tailored to their needs. They may have multiple strategies or only one. These strategies may evolve over time to reflect students' progress as they grow with SPIP. They can be applied to all students—not just those on the learning support register—in order to support the highest levels of learning. While this is not an exhaustive list, here are some examples of strategies that may be used to help students:

- English as an Additional Language - Learning Support Teacher may be in English class to help bridge gaps in language ability and leave when the student has developed their English language skills.
- Seating plan - Students who need help focusing may be seated near the board so it is easier for them to see.
- Sentence starters - Students who need help with English may have sentence starters to assist their writing tasks.
- Tailored print-outs - Students with dyslexia may receive materials printed in larger fonts to assist their ability to read clearly.
- Flexible grouping
 - Students are put into sets for some subjects to match their ability.
 - Students may be placed in different groups within the class on certain group projects to build on their strengths.
 - Small groups may be given extra help from the subject teacher or learning support teacher to build on certain skills.
- Pull-out intervention
 - Students may be taken out of certain classes to workshop specific tasks and help students get back on track.
 - Certain groups may do class activities and assessments in quieter rooms if it helps them focus.
- Task differentiation - Students have a choice of different tasks to take control of their learning.

Exiting the Learning Support Register

Students on the Learning Support Register are reviewed on a termly basis following the school academic calendar. If a student makes progress and no longer requires learning support, they will exit the register and parents will be informed. If the student has a clearly identified need, but shows good progress, they may remain on the register under 'Monitoring' so that the team can continue to monitor their progress.

Learning Support Timeline

Students may be added or removed from the Learning Support Register at any time during the school year or their academic career, depending on their needs. Earlier interventions are crucial to the best outcomes. Parents may contact SPIP and vice versa at any time if there are any concerns regarding their child.

Key Stage Timeline

New Candidates/ Bridging Course	Screening at entrance exams Assessments and teacher observations during Bridging Course
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Year 7	Observations at start of Term 1 Begin Learning Support Programme with Learning Support Teacher
Year 8	Observations at start of Term 1 Continue with Learning Support Teacher
Year 9	Observations at start of Term 1 Continue with Learning Support Teacher
Year 10	Independent use of learning strategies without Learning Support Teacher where appropriate. Trials for Access Arrangements. Apply for Access Arrangements by T3 if sitting Y11 October/ November Exam Series.
Year 11	Trials for Access Arrangements. for Access Arrangements for IGCSEs by T2 for May/ June Exam Series.
Year 12	Apply for Access Arrangements for AS Levels (if not applied for in previous years)
Year 13	Apply for Access Arrangements for A Levels (if not applied for in previous years)

Yearly Timeline

This timeline outlines the key milestones throughout the academic year that the Learning Support Programme follows:

1. **Entrance Exams** for new candidates
2. **New student registration - parents/ guardians can inform the school of any prior learning needs, if any.**
3. **Bridging Course** - Assessments and teacher observations
4. **Term 1.1-** Families are reminded of the Learning Support Programme and ways to inform the school of prior learning needs. Teachers and learning support staff get to know students and conduct observations. Data from assessments, behavioural reports etc. is used to triangulate and formalise the identification of learning support needs. Students and their parents in Key Stage 4 and 5 are reminded to **apply for Access Arrangements** if needed.
5. **Parent-Teacher meetings (Term 1)**
6. **Term 1.2 - Families are contacted if their child could benefit from learning support** to agree on goals and strategies. Learning support strategies begin and students are monitored for progress.
7. **End of Term 1** - Student's progress is reviewed to see if any changes need to be made to the Learning Support Register. Students on the register receive a **Term 1 Learning Support Report** which shows their progress, achievements, and future goals.
8. **Term 2.1** - Families are notified if there are updates to the Learning Support Register. **Access Arrangements** are applied for.
9. **Parent-Teacher meetings (Term 2)**

10. **End of Term 2** - Student's progress is reviewed and summarised in **Term 2 Learning Support Report**.
11. **Term 3** - Families are notified of any updates to the Learning Support Register. Students may apply for **Access Arrangements** if taking exams in October/ November of the next academic year.
12. **End of Term 3 - End of Year Learning Support Report**

This outline is a rough guide and referrals are accepted at any time during the school year. In certain cases, actions may be taken outside the standard timeline to ensure that appropriate support is arranged promptly and without delay.

Exam Access Arrangements for (I)GCSE/ AS/ A Level

Important information for parents

Evidence of need and **normal way of working** is necessary to apply for access arrangements. According to JCQ "**access arrangements are not given on the basis of preference or a diagnosis alone**; they must reflect how the candidate ordinarily works in the centre and what is needed to remove a disadvantage."

<https://www.jcq.org.uk/knowledge-hub/guidance-regarding-parental-candidate-requests-for-access-arrangements-when-the-centre-has-no-evidence-of-need/>

Specialists (for example, a medical consultant or a psychiatrist) are responsible for providing a formal diagnosis. They are **not** responsible for decisions about access arrangements.

(https://www.jcq.org.uk/wp-content/uploads/sites/2/2025/10/JCQ-Parent-guidance-information-sheet-2025_26.pdf)

Please see guidelines set by Joint Council for Qualifications:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-reasonable-adjustments/>

Access Arrangements such as extra time for students with diagnosed learning needs and a Learning Support Plan can be made for students in Year 11, 12 and 13 taking the Cambridge International and Pearson Edexcel exams. The process to apply for access arrangements should be **completed by 31 January in Term 2** of the academic year in which students are taking their May/June exams *at the latest*. This is to meet the application deadlines typically set out by exam boards. Another deadline around July may be met for October/ November or January exams. Late applications are subject to scrutiny and audit. Any issues with meeting the deadline or the documents submitted may be considered malpractice and affect students' grades.

Students requiring additional support should be assessed to demonstrate whether they require special arrangements to be made for them during internal and external exams and assessments, so that they are not unfairly disadvantaged. These arrangements may include:

- Extra time
- Access to a scribe

- Access to a reader
- Access to a laptop
- Specific seating

Requests for Access Arrangements can be made by parents/ guardians or students to the Pastoral or Learning Support Team. SPIP may also reach out to students and their families if staff feel that Access Arrangements would be beneficial to the student.

Examples of Evidence Needed

Trials for access arrangements are necessary to provide evidence for the application to exam boards. During the trial period, grades will still be based on what the student has achieved without access arrangements (ie. in standard allotted time) to uphold fairness for all students. Grades will only include marks gained from access arrangements (eg. extra time) when it has been determined that the student requires these supports and access arrangements have been approved.

Learning Support Plan

Signed documents may be used as evidence of need and normal way of working. For example, a student must already have extra time in internal tests and have this accommodation noted in their plan to apply for access arrangements. Some accommodations which are recommended by JCQ to be trialed as the students normal way of working are listed below and should be submitted as separate evidence.

Extra Time

Example internal tests or mock exams where a student has been given 25% must be provided. The student may indicate the work completed in the extra time provided by using a different pen colour. Extra time will not be allowed if a candidate's literacy difficulties are primarily caused by English, Irish or Welsh not being their first language.

Supervised Rest Breaks

According to JCQ, "A single supervised rest break should normally be **no more than 30 minutes** in duration. A supervised rest break will often be shorter than this. Candidates **cannot** be given as many supervised rest breaks as they like for as long as they like. A supervised rest break will not normally be required within the first 10 minutes of an examination but may be thereafter."

This is where the invigilator may supervise the student during a timed exam to take a short break during the exam. Please note that this is not the same as extra time arrangements and the student must apply extra time separately. Students given supervised rest breaks without extra time must still complete their exam in the normal amount of time allotted by the exam board.

Substantial impairment (eg. cognitive speed test result by specialist)

So as not to give an unfair advantage, Part 2 of JCQ Form 8 must be completed by a specialist and confirm that the candidate has at least:

- two below average standardised scores of 84 or less; or
- one below average standardised score of 84 or less and one low average standardised score (85-89).

In either scenario, the two standardised scores must relate to two different areas of speed of working, as below:

- speed of reading and speed of writing; or
- speed of reading and cognitive processing/fluency; or
- speed of writing and cognitive processing/fluency; or
- two different areas of cognitive processing/fluency which have a substantial and long-term adverse effect on speed of working.

Application Process for Access Arrangements

The procedure are as follows:

1. Year 10, 11, 12 and 13 students are encouraged to **reflect** and consider whether Access Arrangements would be suitable for them.
2. Parents/ guardians of Year 10, 11, 12 and 13 students are reminded when applications for Access Arrangements are open at the start of the academic year (SPIP may also reach out to specific families if staff feel that Access Arrangements would be beneficial to the student).
3. Parents/ guardians and students may **contact the Head of Pastoral** for a consultation regarding access arrangements.
4. **Consultations** with students and/or parents/ guardians are conducted on a case-by-case basis to discuss the students' history of learning needs and complete the first section of documentation on the JCQ Application Form.
5. In some cases where students do not have a Learning Support Plan, students and their parents/ guardians must visit their **external specialist (eg. doctor, psychiatrist, child psychologist)** to complete the following:
 - a. Any cognitive tests or assessments accepted by exams boardsto provide evidence
 - b. Section 2 of JCQ Application Form 8 must be completed by the specialist
 - c. Obtain a medical note in English with formal diagnoses by the specialist
6. Families must send the completed JCQ Application Form 8 and any supporting documents to the Head of Pastoral by **31 January in Term 2** of that academic year for May/June exam series A second deadline of **1 July in Term 3** is available for students taking exams in October/ November exam series (eg. for Year 10 IGCSE English First Language Students sitting ESL Exams in Term 1 Oct/Nov of Year 11).
7. SPIP Pastoral team will coordinate with the Exams Officer to submit documents to exam boards by the deadline and await the outcome.
8. The outcome will be informed to students and families as soon as it is available.
9. Students with approved access arrangements will receive details of their exam timetable and accommodations.
10. Year 10, 11, 12 and 13 students are encouraged to **reflect** and consider whether Access Arrangements would be suitable for them.

11. Parents/ guardians of Year 10, 11, 12 and 13 students are reminded when applications for Access Arrangements are open at the start of the academic year (SPIP may also reach out to specific families if staff feel that Acc

Storing and Managing Information

All information on students is confidential. Admin involvement in learning support only involves collating data from admissions tests, Bridging Course data and other enrollment documents. This data is provided by admin to the teaching staff to help plan academic logistics. Information is only stored after consent from parents is obtained. Details of learning support needs, plans and supporting documents are stored on SchoolBase and SPIP data drive. All staff will have access to SchoolBase to ensure holistic and consistent support is provided to the students. However, specific or sensitive details related to learning needs are only shared on a need-to-know basis. Only the Learning Support team and Senior Leadership members may edit or amend these files.

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