



AIS Learning Support Policy

Learning Support Mission

AIS is an inclusive school and we recognize the need to adapt to the unique needs of the children in our growing and diverse international community. In line with our school mission, we strive to provide a safe, respectful and positive learning environment for all students which focus on building strengths and promoting acceptance, understanding and celebrating our unique differences.

Programme Overview

AIS is a small school; we have the ability to identify students within our school that have low level additional learning needs. If however, children present more complex needs we endeavour to support families to organise any recommended external assessments and subsequent educational programme recommended as a result of the assessments. We strive to provide students and teachers with resources to maximize their potential for academic growth, personal achievement and lifelong learning.

Our programme strives to provide educational support to students identified as having additional learning needs to ensure successful and continued education. Through observations and collaboration with classroom teachers and parents, we identify students needing support. Our goal is to create and carry out a Learning Support Action Plan (Individual Education Plan-IEP) when necessary to help facilitate learning in the least restrictive environment so that students may continue to receive the same learning opportunities, enrichment activities and daily social interactions as their peers in the mainstream classroom. Support may include modification of content, methodology or delivery of instruction, assessments and positive behavioral interventions based on the unique needs of individual students.

Communication and continued support between parents and staff is the key for deciding, implementing and making modifications to support our students. Through regular review meetings we aim to provide and exchange knowledge and support to our staff, families and community so that we may work as a team to decide the best support model for each child's individual needs.

The Learning Support Process

Learning Support may be provided to any student attending AIS who is identified as having additional learning needs or requires additional support to achieve learning success throughout the curriculum. This can happen at two junctures:

1. As part of the admissions process.
2. Teaching staff identifying needs through interaction in the classroom.

Students may be referred to the learning support leader for learning by classroom teachers or parents.

Learning Support Referral Form:

The [learning support referral form](#) is filled out by the classroom teacher and an informal meeting is set with the student's classroom teacher and parents to gather information. After a student has been referred, the learning support teacher schedules observations with the classroom teacher over an agreed period of time (2 weeks).

Standardised ability tests are to be administered to identify student's strengths and areas of needs. Upon concluding student observations and tests, if a child does not appear to make progress in the area of concern, a [Learning Support Action Plan](#) will be made in collaboration with the classroom teacher, parents and any other relevant parties including, but not limited to, the principal, student of concern and other staff members.

Student Learning Support Folder:

A folder is assembled to house the following documents:

- Learning Support Referral Form
- Learning Support Checklist (if needed)
- Copy of Student Records
- Observation Form
- Test results
- Learning Support Action Plan Form

Levels of Intervention

Learning support intervention levels, duration and frequency of support will vary greatly depending on each child's individual needs. This information should be discussed and included in a student's Learning Support Action Plan.

Level 1 Intervention: Support provided to the classroom teacher

The learning support teacher works with the classroom teacher to make modifications to classroom management, instructional content, resources and/or delivery of instruction and assessment.

Level 2 Intervention: In-class support provided to students

The learning support teacher schedules in-class support time slots to provide aid in classroom learning. The one-to-one or small group learning support occurs while a student is in class with his/her peers.

Level 3 Intervention: One-to-one or small group support provided to student(s) outside of class (Response to Intervention - RTI)

The learning support teacher schedules one-to-one or small group (3-5 students) lessons designed to build and develop targeted skills outside the classroom.

In the event that a student requires a level of support greater than what the AIS staff can offer, AIS would be open to an approved parent-funded third party support personnel. However, this arrangement would need to be first agreed by the SLT to ensure the support is potentially going to be appropriate to the student's needs and the person providing the support has been interviewed and accepted as capable of providing the support. Students requiring learning support will be evaluated on a case-by-case basis. In some cases, AIS may not be able to meet the needs of a child but may be able to offer contacts for outside services as we continue to work with professionals in our community.

At this time, our programme does not offer services for diagnosing students or providing related therapies/treatments on campus. It is an expectation and requirement of the AIS admissions process for prospective parents to inform the school with any questions or concerns regarding the child's learning needs prior to enrolling at AIS.

Assessment Review

The Learning Support Action Plan should be reviewed every 6 months. Learning support intervention levels may be adjusted according to progress or lack of progress made.

Learning Support Teacher Responsibilities

1. Identify students with additional learning needs based on observations, teacher's referral and assessment records submitted.
2. Observe and evaluate students' performance, behaviour, social development, and physical and emotional health.
3. Withdrawal of individuals or small groups of students within or outside the class – must be a mutual decision amongst teachers, parents and support teacher.
4. Administer standardised ability and achievement tests, and interpret results to determine students' strengths and areas of needs.
5. Prepare resources and/or activities if needed (case-by-case basis).
6. Consistently follow all school policies with regard to Teaching and Learning and Assessment.
7. Develop and adapt conventional teaching methods to meet the individual needs of students – if the student is distracted and is unable to focus, LS teacher may pull out the student and work on different tasks.
8. Use special equipment and facilities, such as audiovisual materials and computers, to stimulate interest in learning.

9. Collaborate with the classroom teacher to define appropriate activities for the students in relation to the curriculum – attend weekly collaborative planning meetings.
10. Assess students who have long- or short-term learning difficulties and work with colleagues to identify individual student's special learning needs.
11. Liaise with other professionals, such as social workers, speech and language pathologists, physiotherapists and educational psychologists.
12. Liaise closely with parents and guardians through regular meetings to discuss their children's progress, and to determine their priorities for their children and needs.
13. Confer with parents, administrators, educational psychologists, social workers, counsellors and other related professionals to develop individual educational plans designed to promote students' educational, physical, social and emotional development.
14. Help organise learning outside the classroom in activities such as community visits, school outings or sporting events.
15. Administration- including updating and maintaining records of students' progress – Learning Support Action Plan.
16. Behaviour management – teach socially acceptable behaviour, employing techniques such as behaviour modification and positive reinforcement.
17. Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.
18. Plan and conduct activities for a balanced programme of instruction, demonstration, and independent work time that provides students with opportunities to observe, question, and investigate.
19. Teach personal development skills such as goal setting, independence, and self-advocacy
20. Coordinate placement of students with special learning needs into mainstream classes.

Pull-out (Response to Intervention)

1. Establish clear objectives for all lessons and communicate those objectives to students- there should be a Lesson Learning Target for every session.
2. Develop and implement strategies to meet the variety of learning needs of individual students.
3. Modify the general education curriculum for students with special learning needs based upon a variety of instructional techniques, strategies and technologies.
4. Guide and counsel students with adjustment and/or academic problems, or special academic interests.
5. Prepare, administer, and mark tests and/or activities to evaluate students' progress.
6. Instruct students in daily living skills required for independent maintenance and self-sufficiency, such as hygiene, safety, and food preparation.

Very occasionally a student may require one to one assistance to access the curriculum. The shadow teacher will be employed by the parent and collaborate closely with the teachers and LS teacher to devise an individual programme to meet to child's needs.

5. Specific Functions of Shadow Teachers / Learning Chaperone

1. Help form teacher teacher modify lessons appropriate for the student with learning needs.
2. Assist form teacher in the development of each student's individual goals and objectives.
3. Set up and maintain appropriate learning environment – provide necessary resources.
4. Attend and participate in required collaborative meetings.
5. Meet monthly with the form teacher and learning support coordinator for progress update.
6. Maintain accurate daily progress notes, data collection, attendance records and completes all paperwork in a timely manner.
7. Maintain discretion and confidentiality of student and family information at all times.
8. Alert form teacher and LS coordinator of any problems or social information about the student.
9. Seek professional growth through reading, attending workshops, seminars, conferences, and/or completing advanced coursework.
10. Communicate professionally at all times with students, family members, consultants, school staff, referral sources, all other staff members and other providers.
11. Perform daily activities such as, but not limited to, reading, playing and doing activities with the children.
12. Function as a shadow teacher in inclusion settings.
13. Develop and implement strategies to meet the needs of students.

6. Specialist's Contact Information

Educational Psychologist

Ms Klio Geroulanou
Educational Psychologist and Counsellor
Geoje
010-9132-1973

Ms. Seungha Lee
The Tree Group in Seoul
Website: <https://thetreeg.com/en/ips/>
Phone number: (+82)2-557-8823

Mr. John Shanahan
South Side Family Health / Central Health Medical Practice (Hong Kong)
Website: www.southside.com.hk / www.centralhealth.com.hk

Dr Nick Martorano, Ph.D
Child Futures Psychological and Developmental Services for Children (Philippines)
<http://www.child-futures.com/index.html>

Dr Edilberto Dizon
Childfind Therapy and Learning Centre (Philippines)
<http://www.childfindlpc.com/aboutus.htm>

Ovspring Developmental Clinic (Singapore)
<http://www.ovspring.com/service/psycho/psychoedax/>

Speech and Language Pathologist

Ms. Evie Oman
Canto Speech Therapy (Online speech and language therapy)
Website: www.power-of-speech.com
Email: eoman@cantospeechtherapy.com

Ms. Amanda
Email: amanda@rigo.net.au

Occupational Therapist

Mr. Hwong, Sung-Pil
Daewoo General Hospital
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Center: 010-5130-1405

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