



PREM Whole School Learning Support Agreement

Vision Statement

"Educating global citizens who strive for excellence, live sustainably, lead responsibly, celebrate diversity, and whose integrity champions a just and more peaceful world"

Prem Mission Statement

We are a community that challenges its members to act as compassionate, knowledgeable and principled global citizens: working together for a sustainable future and inspired by meaningful relationships, continuous learning and "good thinking".

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1.0 Rationale

Prem is an inclusive school seeking to meet the needs of all our learners. We provide our students with opportunities for successful learning experiences which enable them to develop self confidence, motivation to be a continuous learner, and a sense of belonging to a larger community.

2.0 The Role of Learning Support

- The Learning Support Team interviews and assesses students as part of the admissions process, as deemed necessary, to assess their learning readiness, to determine their placement, and the level of support that might be necessary.
 - Follows the school's Admissions Procedures.
 - In collaboration with the Admission Office, request parents to complete

- a Permission to Release Educational Records Form that will allow the school to get pertinent information from the student's former school to inform the admissions process
 - Students identified as in need of additional support and resources are assessed further by appropriate professionals on the Student Support Team
- Establishes collaborative support teams of teachers and boarding staff, working in partnership with students, parents and guardians.
 - Assists teachers in differentiating curriculum content and/or support for students assessed as significantly above or below the expected standard for the grade.
 - Learning Support teachers work in collaboration with counselors and boarding staff, Grade Level Leaders (GLL), Classroom/Homeroom teachers and Principals to ensure the wellbeing of students with social, emotional, or motivational concerns.
 - Design interventions that address learning difficulties so as to provide meaningful learning experiences.
 - Implement measures for assessing, recording, reporting and tracking learning progress.
 - Recognise student achievement and respond appropriately to ongoing needs.

3.0 Learning Support Team

The Learning Support Team comprises the Head of Learning Support, learning support teachers and the boarding learning mentors.

4.0 Referral process for students

There are three elements of the referral process that staff members must follow when referring students for support by the Learning Support team. These steps are highlighted in the [Referral Form](#)

4.1 Step 1

- The referring teacher identifies specific concerns and attempts various instructional strategies or programme adaptations to accommodate the student's individual needs. It is important to communicate with the Learning Support team members and other staff who might be able to suggest different strategies
 - ❖ Examples: reading, writing, maths, wellbeing, anxiety
- Identify the area(s) of strength for the student
 - ❖ Examples: Reading, Writing, Maths
- All in-class strategies must be in place and monitored for a minimum of four weeks. Data must be collected and analysed as part of this process. This process can be expedited if there is a pressing need to do so with the approval of the Head of Learning Support and the Principal.
- Referring teacher informs and communicates with Case Manager, parents/guardians and boarding parent regarding their concerns, the process to date and next steps
- The referring teacher is encouraged to use the resource ["At a Glance"](#) for suggestions on strategies

4.2 Step 2

- Referring teacher meets with Case Manager/Head of Learning Support to review actions and outcomes from Step 1
- When strategies tried in Step 1 are not successful, the referring teacher and Case Manager/Head of Learning Support will discuss additional accommodations/interventions/strategies that can be tried for each area of concern needing more attention
- The Head of Learning Support, or designate arranges for formal observation/s of the student which is shared with the referring teacher and the Student Support Team members
- The Head of Learning Support, or designate, continues collaborating with referring teacher and other appropriate staff developing strategies to differentiate for the needs of the student within the classroom.

4.3 Step 3

The Head of Learning Support and other relevant team members will:

- Review the assessment results to determine if a Pupil Passport and/or PLP is required
- Share assessment results with the referring teacher, parents/guardians
- If it is deemed that a Personalised Learning Plan (PLP) is required, a meeting with the referring teacher, parent/guardian and relevant Student Support members will be held to plan interventions and develop a PLP and/or PP where applicable
- The PLP's will highlight the goals addressing the student's identified needs and the PP's will highlight the accommodations and/or modifications the student needs to be successful
- Signing of the PLP by Principals, Homeroom Teachers and Signing of the PPs by all teachers implementing it
- Distribution of the PLP/PP to relevant teachers

5.0 Referral to outside agencies

Parents/guardians or boarding parents may be requested to consult an outside agency for services the school does not provide. These services may include but are not limited to occupational therapy, speech and language therapy, cognitive evaluations and specific academic tutoring.

Parents/guardians or boarding parents will be requested by the school for their consent for the outside agency to share information directly with the school where appropriate. They will complete a Permission to Release Information form that they will give the outside agency requesting them to share information with the school.

6.0 Monitoring and Supporting students

The Head of Learning Support will ensure that sufficient and appropriate Learning Support staff are assigned to support the execution of the PLP's.

The progress of students on PLP's are formally reviewed each semester by Head of Learning Support in collaboration with the appropriate teacher, student (where appropriate), parent/guardian and boarding parent.

All parents/guardians of students who are on PLPs will receive semesterly reports from Learning Support teachers reporting on the progress made on the goals in their PLPs.

6.1 Exit criteria and next steps

- Following a formal review where it has been determined that the PLP is no longer necessary, the Head of Learning Support or designate will notify all relevant parties.
- Student exits from Personalised Learning Plan (PLP)
- Learning support teachers share with teachers what has worked for student and works closely with them to make sure the transition out of the programme goes smoothly
- If the student displays difficulty once exited, reconvene with Learning support teachers and classroom teachers to review next steps

7.0 Documentation

The Head of Learning Support or designate is responsible for collating and storing learning support related documentation and appropriate sharing.

All documentation must be stored for the requisite period of time as per Board Policy.

8.0 Confidentiality

Learning Support staff, and all staff working with students accessing Learning Support services adheres to Prem School Procedure 8.2044 on Confidentiality that states, "The Board requires the Head of School to ensure that all information submitted as part of the application process, including information from an applicant's previous schools, is treated as confidential and will only be used to help to determine the merit of the application."

Appendices

Appendix 1: Referral Process Steps

Step 1

Referring teacher:

- Identifies an issue with a student and starts documenting what strategies he/she is trying.
- The referring teacher also indicates who they have notified or consulted about their concerns and their respective contributions.

Step 2

Case Manager and/or Head of Learning Support in collaboration with the referring teacher:

- Review if the strategies work and continue or discontinue if there is no longer a concern or if the target skill is mastered
- When strategies tried in Step 1 are not successful, a formal observation of the student will be carried out with by the case manager or Head of Learning Support. The results of the observation will be shared with the teacher and the Student Support Team members
- The referring teacher and case manager/Head of Learning Support will discuss additional accommodations/interventions/strategies that can be tried for each area of concern that still needs attention
- A given time frame and set date for review will be determined by both of them
- If after the review it is determined that there is still no progress, timelines for assessment and reporting of results will be set
- Notify parents of need to assess and get their permission. Parents will complete the Permission to Test Form.
- Share information on tests to be administered with the parents and teachers and who will conduct the tests

Step 3

The Head of Learning Support and other relevant team members will:

- Review of test results to determine if a Pupil Passport and/or PLP is required
- Share Test Results with parents/guardians

- Preparation of PLP if applicable
- Preparation of Pupil Passport if applicable
- Signature of PLP by Principals, HR Teachers and Signature of PPs by all teachers implementing it
- Distribution of PLP/Pupil Passport to relevant teachers

Appendix 2: Referral Form

Step 1

Please copy this document on a new Google sheet and update as required.

Share the document with the student's grade level case manager/HLS, parent/guardian/boarding parent, and your grade level leader/JS Principal

This plan should be implemented for at least 4 weeks before moving to the next Step in the referral process or until there is no longer a concern.

["At a Glance"](#) - Strategies that may help

Identifying Information
Student Name:
Grade:
DOB (Learning Support to add):
Referring Teacher:
Parent contacts (Learning Support to add):
Date of Referral:
Student's strengths:
Area(s) of concern: (refer to "At a Glance" to assist with clarification)
Academic:

Social-Emotional:

Language: (expressive and receptive language skills - written and oral)

Other: (medical, behavioral, chronic absenteeism, lack of motivation)

Referring teacher has tried/consulted	Date	Strategies Tried	Duration	Outcome	Comments
Other teachers					
Counselors					
Learning Support					
Language Support					
Parents					

Referring teacher has informed:	Name	Date
JS Principal		
Case Manager		
Parent/Guardian/Boarding parent		
Parent/Guardian informed via:	Phone call	
	Email	
	Meeting	
Review dates		Participants

Step 2:

Accommodations/Interventions/Strategies to address target area:		Duration	Outcome & Comments		Follow Up/Person Responsible
Area of Concern 1:	Implemented by:	Dates implemented	Effective		
			Yes	No	
Accommodations/Interventions/Strategies to address area of concern:					
		Duration	Outcome & Comments		Follow Up/Person Responsible
Area of Concern 2:	Implemented by:	Dates implemented	Effective		
			Yes	No	

Accommodations/Interventions/Strategies to address area of concern:					
		Duration	Outcome		Follow Up/Person Responsible
Area of Concern 3:	Implemented by:	Dates implemented	Effective		
			Yes	No	
Accommodations/Interventions/Strategies to address area of concern:					

Seen by	Name			Date		
GL Leader/JS Principal						
Case Manager						
Parent/Guardian/Boarding Parent						
Parent informed via				Date		
Email						
Phone Call						
Meeting						
Review Dates:				Participants:		
Testing Recommended						
YES				NO		

Area/s to be assessed	Name of Test	Assessor	Date of Testing	Date of Reporting

Step 3:

Test results indicate PLP is required				
YES		No		
PLP or Pupil Passport Prepared	Person Responsible	Date	Signed by	Date
			Parents	
			Principal	
			HLS	
			SS Subject Teachers	
			JS HR Teacher	

Appendix 3: Permission Forms

3.1 Permission to Release Educational Records Form Template

PERMISSION TO RELEASE EDUCATIONAL RECORDS

My child's current/prospective school, PREM Tinsulanonda International School, needs to evaluate how to best meet his/her educational needs. In order to do this, it is requesting me to provide certain pertinent educational records in your possession.

I hereby give my permission to (name of school) _____ to release all the educational records of (name of student) _____ to PREM Tinsulanonda International School. These records may include but are not limited to:

- Report cards
- PsychoEducational Assessment Reports
- ADHD Reports
- Individualized Education Plans
- Behavior Intervention Plans
- SRI score records
- ISA score records

I understand that these records are necessary for PREM Tinsulanonda International School to make an informed decision on how to best meet _____ (name of student) learning needs.

In case of any questions, please contact the Head of Learning Support or Counsellor at studentsupport@ptis.ac.th

Your cooperation in releasing this information is highly appreciated.

Sincerely,

Parent/Guardian.

3.2 Permission to Test Letter JS Template

PERMISSION TO TEST

Dear parents/guardians of:

At PREM, success in learning is a priority. In order to ensure that every student reaches his or her potential, we make every effort to identify any student who may require additional support to be successful. Early intervention is essential to maintain confidence and enhance learning.

Your child has been receiving support and intervention. In order to improve his/her learning, better understand his/her strengths and weaknesses and to determine the best way to provide further support, observations, teacher consultations, and/or testing will be conducted by:

These tests may assess: academic achievement, cognitive processes, social emotional abilities and/or adaptive functioning.

A personal feedback session with parents and the Junior School Student Support Team will be held within the following weeks after testing is completed.

The results of the tests are confidential and will be released to third parties outside of PREM only with parental permission.

_____ Yes, my son/daughter may be tested

_____ No, my son/daughter may not be tested

Print name of parent/guardian

Signature of parent/guardian

Date

3.3 Permission to Test Letter SS Template

PERMISSION TO TEST

Dear parents/guardians of:

At PREM, success in learning is a priority. In order to ensure that every student reaches his or her potential, we make every effort to identify any student who may require additional support to be successful. Early intervention is essential to maintain confidence and enhance learning.

Your child has been receiving support and intervention. In order to improve his/her learning, better understand his/her strengths and weaknesses and to determine the best way to provide further support, observations, teacher consultations, and/or testing will be conducted by:

These tests may assess: academic achievement, cognitive processes, social emotional abilities and/or adaptive functioning.

A personal feedback session with parents and the Senior School Student Support Team will be held within the following weeks after testing is completed.

The results of the tests are confidential and will be released to third parties outside of PREM only with parental permission.

_____ Yes, my son/daughter may be tested

_____ No, my son/daughter may not be tested

Print name of parent/guardian

Signature of parent/guardian

Date

Appendix 4: Personalised Learning Plan (PLP) Template

Personalized Learning Plan (PLP)
20__ – 20__

Student Name:	Date of Birth:
Grade Level:	Case Manager:
Parents contact:	Dorm Parent Contact:
<input type="checkbox"/> Initial PLP Date:	<input type="checkbox"/> Review PLP Date:

Diagnosed learning difference:	Years on student support:
EAL/AEP student: <input type="checkbox"/> Y <input type="checkbox"/> N	Other languages spoken:
Date of last psych-ed. testing:	Projected re-evaluation date:
Services provided in school <input type="checkbox"/> In class support <input type="checkbox"/> Pull- Out	
Other services provided: <input type="checkbox"/> Y <input type="checkbox"/> N	
<input type="checkbox"/> Occupational Therapy (OT)	
<input type="checkbox"/> Counseling/Play Therapy	
<input type="checkbox"/> Tutoring	
<input type="checkbox"/> Assistive Technology	
<input type="checkbox"/> Other	

Present Levels of Performance
Testing information: a description of the student's exceptionality and its impact on educational performance (include results of any current evaluations from school or outside therapists)

Strengths: (academic, social/emotional/dispositional/extra curricular)	
Challenges: (what they do least well, what is most difficult for them)	
Interests and preferred learning style:	
Academics (Current levels of performance)	Reading: SRI: ISA: Recent Report Card:
	Writing ISA: Recent Report Card:
	Mathematics ISA: Recent Report Card:
Language History: (history of language support)	
EAL support: <input type="checkbox"/> Stage 1 <input type="checkbox"/> Stage 2 <input type="checkbox"/> Stage 3 <input type="checkbox"/> Stage 4 AEP support: <input type="checkbox"/> Phase 2 <input type="checkbox"/> Phase 3	
Behavior:	
Organization:	
Social/Emotional:	

Accommodations				
Classroom Accommodations:	Instruction	Homework	Assessment	Formal Standardized Testing Accommodations: (ISA, SRI, SAT, DP, IBCP)
Extra time for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular rest breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Open book or note tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fewer homework questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preferred seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Buddy System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphic Organizers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audio-books, listening guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide teacher notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternative assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade content, not spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allow use of assistive technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternative testing location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scribe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Modifications

Behavior Plan

Goals and Objectives

Goal What is the impact on learning?	Strategies How will you get there?	Assessment How will progress be measured	Person Responsible	Progress LP = Limited progress D= Developing A = Achieved			
				Semester1		Semester 2	
1							
2							
3							

I certify that the goals in this PLP are those recommended by the Student Support Team and that the indicated services will be provided.

Signature Head of Learning Support/Case Manager Date

Signature Counselor Date

Signature Principal Date

Signature Parent/Guardian Date

Bibliography

"*At a Glance,*" Resource for the identification and teaching of students with specific learning disability. Adopted from Brunswik Department of Education, 1999

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Meeting Student Learning Diversity in the Classroom. Cardiff: International Baccalaureate Organization, 2013.