



Learner Support Policy

Updated July 2025



Centurion International School, Bangkok CISB Learner Support Policy - 2025-2026

Purpose

CISB is committed to ensuring that every student—regardless of background or ability—receives the guidance, resources and differentiated instruction they need to thrive. This policy sets out our approach to identifying needs, planning and delivering interventions, monitoring progress, and celebrating success.

Aim

To enable all teaching staff to:

- Identify and understand students' learning needs (academic, social-emotional, language and/or cognitive).
- Plan and implement inclusive, differentiated strategies that allow every child to meet CISB's core mission, vision, values and principles.
- Access specialist support (Director of Learner Support, School Counsellor, external professionals) when required.
- Track progress, adjust provision and report outcomes to students, families and leadership.

Scope

This policy applies to all CISB staff and covers:

- Leadership roles and responsibilities
- Initial screening and ongoing assessment tools
- Process for low-readiness and high-readiness learners
- Support for students with Special Educational Needs (SEN)
- Admission requirements and procedures
- Intervention programmes (after-school, summer school, tutoring)
- Professional Development (PD), Professional Learning Communities (PLC), collaboration and quality assurance

Roles and Responsibilities

1. Head of School & Leadership Team

- a. Endorse and periodically review the Learning Support Policy.
- b. Ensure resources (personnel, facilities, training) match the level of identified need.
- c. Monitor implementation through regular reports and classroom observations.

2. Director of Learner Support Services

- a. Coordinate the Learning Support Programme, liaise with families and staff, and oversee the Student Success Center.
- b. Manage the Learner Support Intervention Form (LSIF) process from referral to review.
- c. Advise on adaptations for low-readiness, high-readiness, and SEN students.
- d. Facilitate individual and small-group interventions, tutoring and study-skills workshops.

3. School Guidance Counsellor (part-time)

- a. Provide social-emotional assessment, small-group or individual guidance counselling.
- b. Advise teaching staff on behavioural strategies and classroom inclusion.
- c. Contribute to care plans for students with SEN, liaise with external partners where appropriate.

4. Classroom Teachers

- a. Carry out initial observations, complete screening tools and make LSIF referrals when concerns arise.
- b. Plan and deliver differentiated lessons that address varied readiness levels.
- c. Set measurable goals, monitor progress and contribute to Student–Teacher Conferences.
- d. Engage in Professional Learning Communities (PLCs) and Professional Development (PD) focused on inclusive practices.

5. Parents and Guardians

- a. Share relevant background information (medical, psychological, previous interventions) during enrollment and as needs arise.
- b. Collaborate in setting and reviewing goals, support home-school communication.

Identification and Assessment

1. Admission Screening

- a. All new entrants must disclose any known SEN diagnosis.
- b. All new entrants must supply supporting documentation (medical/psychological reports).
- c. All new entrants shall agree and implement any recommended accommodations prior to the first day of school.

2. Ongoing Screening Tools

- a. Learner Support Intervention Form (LSIF): for tracking teacher referrals, strategies trialled, goals and reviews.
- b. Curriculum-based checks: benchmarking, formative assessments, diagnostic tests.

Intervention Framework

Learners at Low-Readiness (Definition: Current attainment significantly below age-expected standards)

Strategies include:

- In-class differentiation (simplified language, visual aids, scaffolds, etc).
- Small-group interventions, peer mentoring and guided practice at the Student Success Center.
- Structured study plans (after-school tutoring, summer school reinforcement).
- Regular LSIF reviews (minimum once per term) to set SMART targets and adjust support.

Learners at High-Readiness (Definition: Demonstrates mastery quickly and requires extension or acceleration)

Strategies include:

- In-class enrichment (higher-order problem-solving, open-ended tasks, independent projects).
- One-to-one mentoring with the Director of Learner Support (career planning, advanced study).
- Opportunities to represent CISB in competitions, leadership roles, Student Council initiatives.
- Tailored after-school clubs, summer seminars, acceleration pathways, as available.

Special Educational Needs (SEN)

Inclusion principle: Unless a student's plan indicates otherwise, all students learn alongside peers in mainstream classes with appropriate support.

SEN Process:

1. Referral (teacher, parent or self) via LSIF → multi-disciplinary meeting (teacher, Director of Learner Support, and Head of School).
2. External evaluation (if needed): Parents arrange medical/psychologist assessments.
3. Individual Education Plan (IEP): SMART goals, classroom accommodations, specialist services (e.g. assistive technology, speech therapy, etc., if available).
4. Implementation and monitoring: Regular check-ins, termly IEP reviews, adjustments as required.

Suggested in-class strategies (see appendix for more):

- Clear, concise instructions, reinforced with visual supports.
- Positive reinforcement of effort and progress.
- Predictable routines with advance notice of changes.
- Quiet zones for sensory breaks.
- Peer buddies and small-group work to build social skills.

Professional Learning and Quality Assurance

1. All teachers attend mandatory PD on differentiation, inclusive practices, and SEN updates.
2. Regular PLCs to share case studies, successful strategies and coordinate across teams.
3. Leadership conducts formal and informal observations, with feedback explicitly addressing the effectiveness of differentiation and learner support.
4. Student–Teacher Conferences: each learner reflects on progress, revises goals and voices their aspirations.

Monitoring, Reporting and Review

1. Director of Learner Support compiles bi-annual reports on intervention outcomes, referral rates and resource needs.
2. Leadership Team reviews these data, evaluates policy impact and allocates professional development accordingly.
3. Policy is formally reviewed each July; minor amendments may occur mid-year in response to emerging needs or regulatory guidance, as recommended by the Thai Ministry of Education and CISB’s accrediting body.

Date of Last Review: July 2025

Next Review: July 2026



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APPENDIX



Centurion International School, Bangkok
APPENDIX 1: Learner Support Intervention Form

STUDENT INFORMATION

Student Name:	Year:	Date:	Term:
Teacher Name:	Subject:	Current Grade:	

REASON FOR REFERRAL (CHECK ALL THAT APPLY AND COMPLETE DESCRIPTION)

<input type="checkbox"/>	Incomplete tasks or in-class work	
<input type="checkbox"/>	Failing formative assessments	
<input type="checkbox"/>	Failing Summative assessment	
<input type="checkbox"/>	Incomplete or missing homework	
<input type="checkbox"/>	In danger of failing course	
<input type="checkbox"/>	Multiple excused tardies/absences	
<input type="checkbox"/>	Needs skills recovery or practice	
<input type="checkbox"/>	Missing significant portfolio or project elements	
<input type="checkbox"/>	Poor study skills	
<input type="checkbox"/>	Other:	

TEACHER FOLLOW-UP ACTIONS CHECK ALL THAT APPLY AND ENTER DETAILS BELOW (DATE, NAMES, TOPIC)

<input type="checkbox"/>	Student Conversation	<input type="checkbox"/>	Referred to Director of Learner Support Services
<input type="checkbox"/>	Parent Conversation (phone or conference)	<input type="checkbox"/>	Conversation with Other School Personnel (i.e. Head of School)
<input type="checkbox"/>	Conversation with Homeroom Teacher	<input type="checkbox"/>	Conversation with Assist (2 or more adults)

FOLLOW-UP ACTIONS (TO BE COMPLETED BY SUBJECT TEACHER)

Internal		External	
Differentiation in-class:		After-school Detention:	
<input type="checkbox"/>	Differentiation in-class	<input type="checkbox"/>	Private Tutoring

	<input type="checkbox"/> One-to one	<input type="checkbox"/> Small Group	Times per week: Tutor's Name: Contact:
<input type="checkbox"/>	After School Tutoring		
	<input type="checkbox"/> General Group Skills	<input type="checkbox"/> Individual Targets	
<input type="checkbox"/>	Communication Plan (daily diary, work check etc)		<input type="checkbox"/> Peer Tutoring Name:
SPECIFIC PLAN OF ACTION:			
ACADEMIC TARGET SETTING (TO BE COMPLETED BY SUBJECT TEACHER)			
Implementation:		Review Date:	
Teacher Signature:		Head of School Signature:	
Director of LS Signature:		Parent's Signature:	



Centurion International School, Bangkok APPENDIX 2: Sample IEP Form

	[Student name] Individual Education Plan	Student thumbnail profile	
Name Age Language	Year	Hobbies/interests [add here]	Student thumbnail This is the 'About me' information
		Favourite subject [add here]	
		Likes [add here]	

[Student's] IEP Team						
I am...	[Name]	[Name]	[Name]	[Name]	[Name]	'I will...'
My role is...	Homeroom teacher	School team (TA, Paraprofessional)	Parent	Specialist services (Director of Learner Support, Interventionists)	Student	Return to here when the new IEP goals have been agreed to say who, what and how for each team member. List any other team contributors - who, what and how?
I will...						Actions, agreement and responsibilities The IEP team agrees: How we will make it work. Agree about joint planning, programming, assessment, review - when/who/where? Who is going to do what? How are they doing it and by when? Are there any specialist services we need to access? How will we communicate with each other/let
Present						

Actions Agreement Responsibilities		each other know how things are going?
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Meeting date: _____ Review date: _____

Looking back				Looking back
Current achievement				Input from all the team members across all aspects of life What has gone well? What was challenging?
What were the learning successes? [add here]		What were the learning challenges? [add here]		Current achievement If this is a first IEP consider where student is currently within the CISB curriculum - assessments completed, learning reports, etc.
Goal	Review - How successful?	Comment	Action	Goal Goals from previous IEP
1				How successful? How successful were we in meeting each goal?
2				
3				
4				
5				



Centurion International School, Bangkok

APPENDIX 3: Recommended Classroom Strategies for SEN Students

Strategies to help at Home and at School:

- Create an environment that is safe and secure.
- Regular and good communication between all those involved with the child: parents, teachers, teaching assistants, etc.
- High expectations which are communicated to the child.
- Gaining the child's attention; face to face and, as far as possible, with direct eye contact.
- Listening to the child.
- Being positive, building self-esteem, praising small strides as well as giant leaps.
- Encouraging and rewarding progress. Gold stars, rocket charts and target boards can be as motivating as edible treats. Instant rewards help a child to associate the reward with the task.
- Recognising responsibilities, no matter how small.
- Flexibility - thinking outside the box. Trying different techniques or new approaches, as well as tried and trusted methods.
- Ignoring (as far as possible) attention-seeking behaviour.
- Responding to and praising appropriate behaviour.
- Having clear routines and helping plan for changes to routine.
- Making sure instructions are clear, precise and understood.
- Allowing a child time to think and to process responses to questions/instructions.
- Not letting 'no' be an option but trying to offer choices.
- Using the school's intranet (if applicable) to check work and progress, lessons and what needs to be done. Many schools put notes and lesson plans online for pupils and their parents to access. Sophisticated systems for older children show when work is due (or overdue) and indicate any important deadlines that are approaching as well as grades and expectations.
- Help children build friendships; use peer mentoring, buddies, friendship benches etc.

Strategies to help guide the Leadership Team:

- Communicate regularly and openly with all staff involved with the child. A home-school book is helpful where a child may be unable to communicate accurately or has difficulty expressing feelings and emotions.
- Involve all staff. Make sure all who come into contact with the child, i.e. lunch-time supervisors, support staff, etc., understand his or her needs and how to respond.

- Address the child personally, always using their name. They may not realise ‘children’ or ‘everyone’ includes them.
- Have a focused learning environment. Too busy and the child may be easily distracted, too minimal and the child may find the environment lacks stimulation.
- Provide a quiet area or time out place for children who may become stressed during the day. The child should know that the use of such an area is to facilitate not punish.
- Be consistent when applying rules; and remind and rehearse them regularly.
- Reinforce oral instructions and communication with visual and tactile support.
- Use visual prompts where necessary, such as a visual timetable.
- Consider how the child will access the curriculum. Think about: teaching and learning objectives, appropriate support, allowing extra time and the style of delivery - does it suit all learning styles?
- Use a practically-based curriculum supported by multi-sensory teaching and learning which addresses all types of learners.
- Constantly revise and reinforce learning.
- Keep the child busy. Ensure they always have something to do, whether on completion of a task, when stuck or while awaiting the teacher's attention.
- Help children build friendships; use peer mentoring, buddies, friendship benches etc.
- Provide good role models. Make use of other children and staff to provide good role models.
- Encourage communication between children and adults and between children themselves.
- Celebrate differences and help other children to recognise and celebrate those differences too.
- Avoid using support as a crutch. Support should facilitate independence, not impede it.
- We all have good and bad days, highs and lows. A good teacher will help the child to understand that a bad lesson or day can be turned around.

(Adapted from the Good School Guides, 2021,

<https://www.goodschoolsguide.co.uk/special-educational-needs/schools-and-sen/classroom-help-for-sen>)