



STUDENT SUPPORT SERVICES **A GUIDE FOR FAMILIES**

2021 / 22



Bangkok Patana School
The British International School in Thailand
Established 1957

GUIDING STATEMENTS



MISSION

Our mission is to ensure that students of different nationalities grow to their full potential as independent learners in a caring British international community



VISION

We develop global citizens who shape their world through independence, empathy, creativity and critical thinking.



WELL-BEING

WE ARE:
Protected, safe and secure
Motivated and engaged
Responsible and honest
Kind, compassionate and respectful
Balanced and fulfilled



LEARNING

WE ARE:
Rigorous, inquisitive and creative
Collaborative and confident communicators
Critical, reflective thinkers
Resourceful and resilient



GLOBAL CITIZENSHIP

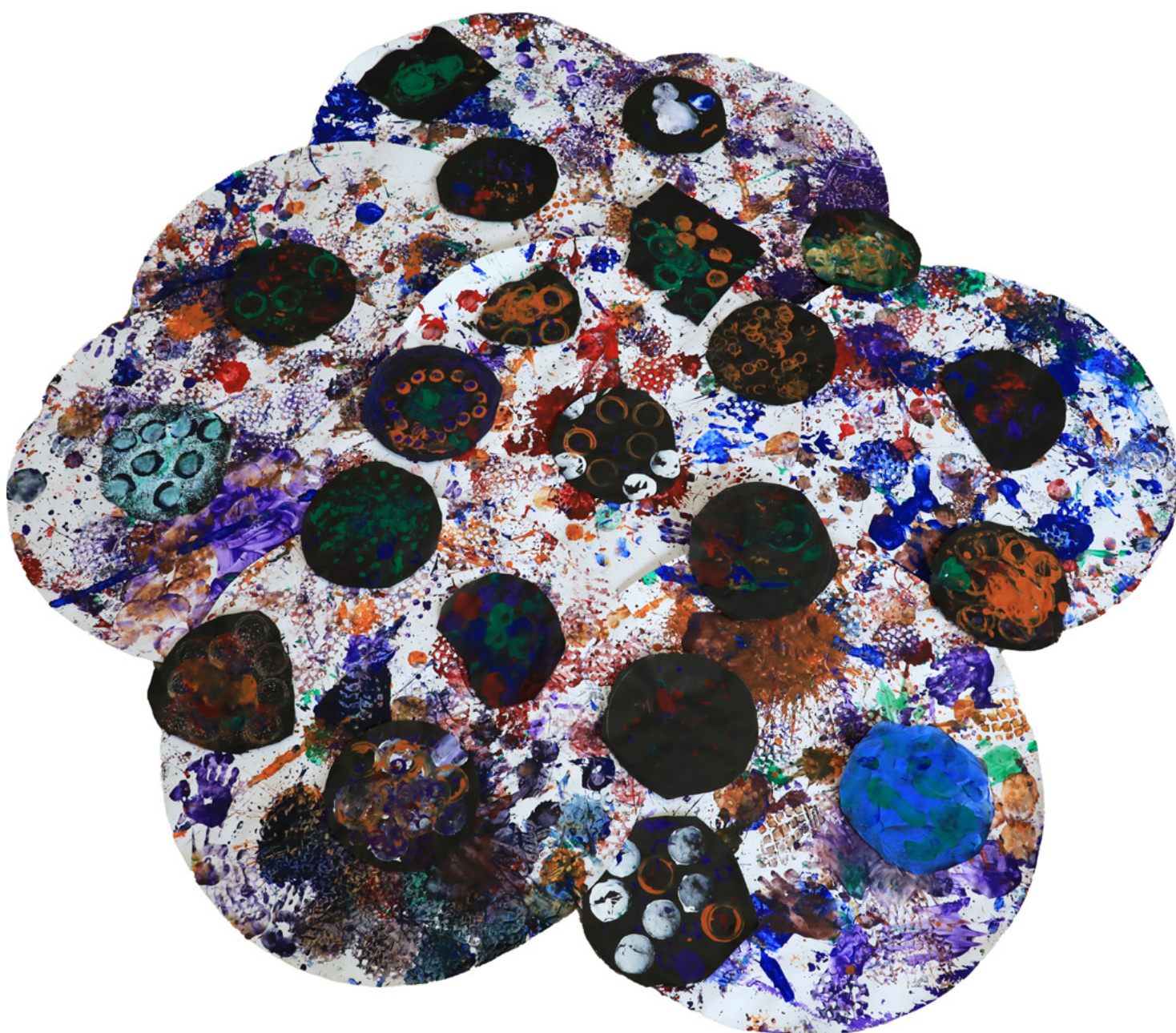
WE ARE:
Conscientious role models
Committed to integrity and equity
Diverse and inclusive
Ethical and informed
Active stewards of the environment and our communities

VALUES

KEY CONTACTS	NAME	EMAIL
Head of School	Mr Matthew G Mills	mami@patana.ac.th
Primary Principal	Mrs Sarah McCormack	samc@patana.ac.th
Assistant Principal, Learning and Welfare	Ms Carol Battram	caba@patana.ac.th
Assistant Principal, Learning and Curriculum	Mr Mark Verde	mavd@patana.ac.th
Senior Teacher, Student Support Services	Mrs Nicola Crompton	nicr@patana.ac.th
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WELCOME FROM THE SENIOR TEACHER, STUDENT SUPPORT SERVICES

Dear Families,

Welcome to Student Support Services.

I hope this guide will be helpful in explaining the work of our student support team.

At Bangkok Patana school we treat all students as individuals, recognising they each possess different strengths, as well as areas for growth. Students all have different needs at different times, with some needing more or additional support to be successful learners.

We are a combined team of teachers, therapists and counsellors who support students with learning differences or specific needs relating to their social, emotional, academic or language development. These needs may require a short term intervention or more structured, longer term support.

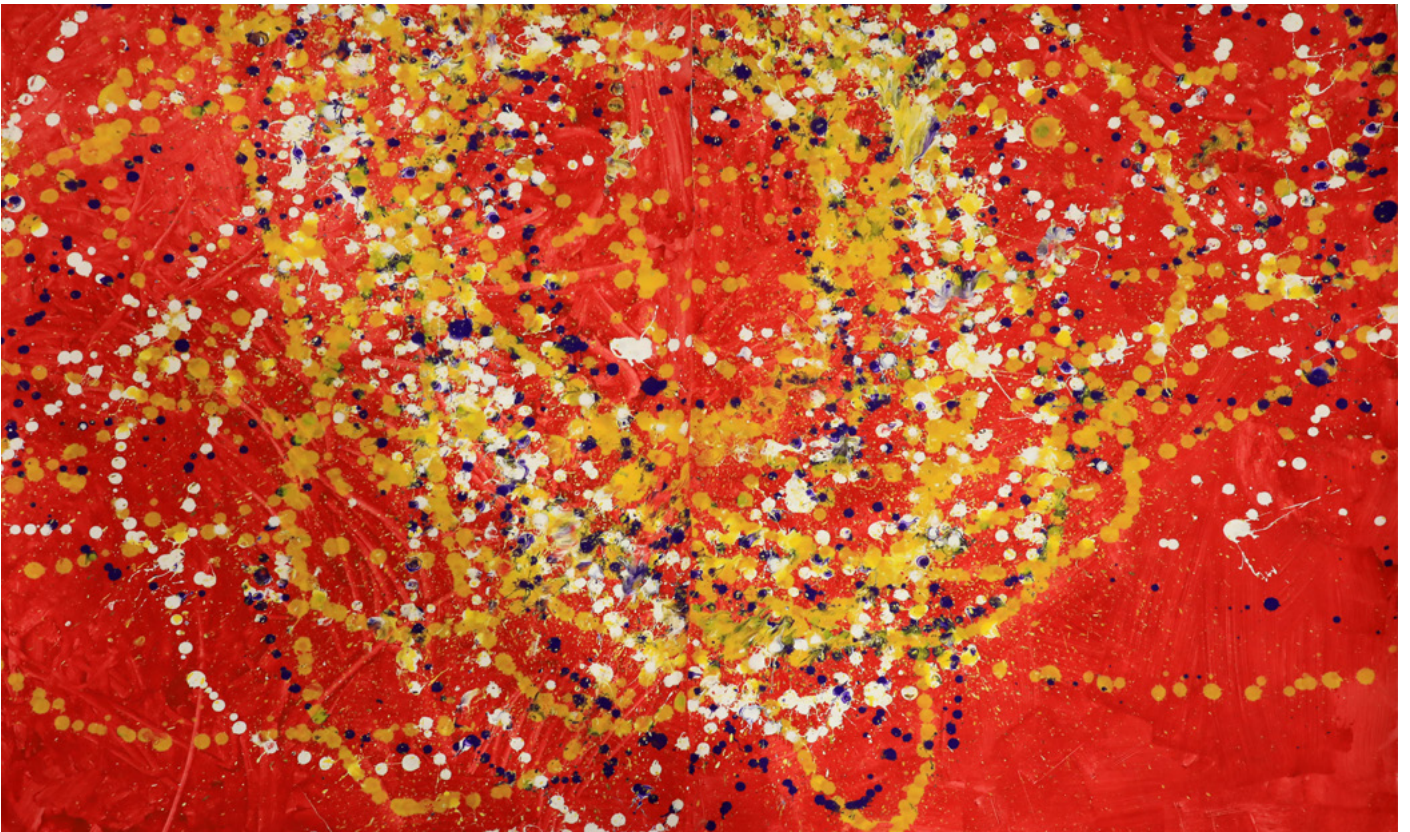
Our specialists work with individual students, groups and whole classes for any student needing support in a specific area of learning.

Our model is to offer support through in-class teaching in collaboration with classroom teachers, as well as small group and individual support. In this way, students with particular learning needs are assisted to succeed in the academic and social life of Bangkok Patana School.

Best wishes,

Nicola Crompton

Senior Teacher, Student Support Services



THE TEAM

The Student Support Services Team is comprised of three teams:

Learning Support	Counselling	English as an Additional Language
<ul style="list-style-type: none"> - including enrichment for those students exceeding expectations - including Speech and Language therapy 	<ul style="list-style-type: none"> - available for students and families 	<ul style="list-style-type: none"> - begins formally within Y1

Learning Support - support for students' social, emotional, behavioural, academic or physical development

Our Learning Support team encompasses support for students with diverse learning needs, and this includes those students who excel academically.

The Learning Support Team works alongside class teachers to promote access to the curriculum and support students with one or more of the following:

Social and emotional needs

Academic needs- this could be for a specific difficulty or across subjects

Behavioural needs

Physical needs

For students facing barriers to learning

There is a Learning Support Teacher allocated to each year group who helps to provide class teachers with necessary information, strategies and resources to identify and support students' needs. We also have a Speech and Language therapist within the team who provides group interventions and individual therapy sessions.

Learning support teachers may support in the following ways:

In class – supporting the delivery of the standard curriculum, working with individuals, groups or the whole class

Provide support out of class for groups of students or individuals requiring specific support.

Write learning targets and plans for identified students

Liaise with class teachers and parents about the progress of students

The type and frequency of group interventions we offer depends on the needs of the students but may include:

Groups focused on social communication, and social awareness

Speech and communication groups to support: speech sounds, sentence construction, vocabulary, groups for reluctant talkers

Handwriting/ fine motor activities

Phonics or reading groups

Maths interventions

Individual speech therapy – please note there is a charge for this service

Parents will be informed of specific interventions that are recommended.

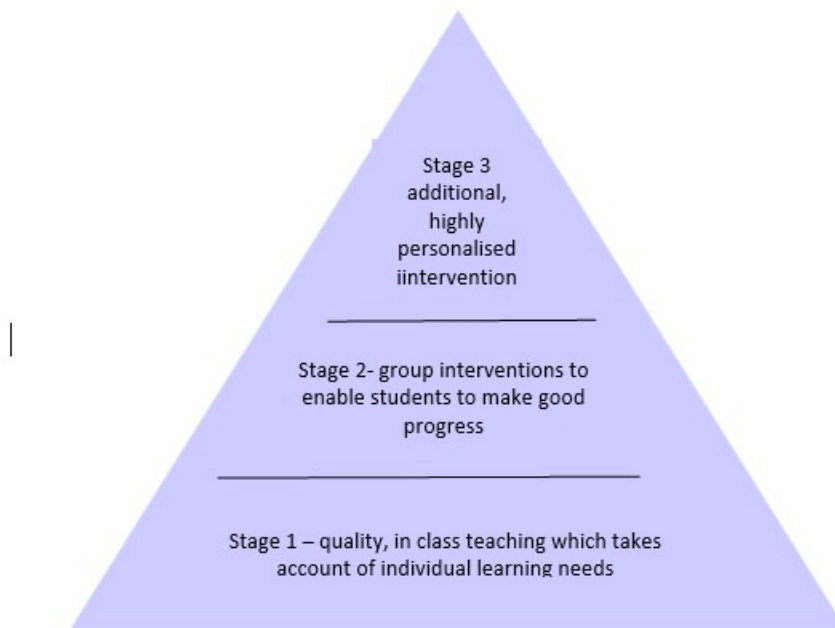
Identification and assessment

If class teachers have any concerns about the progress a student is making they will talk with parents first. Similarly, if you are concerned about your child please discuss this with the class teacher in the first instance. Sharing concerns with us allows us to put support in place

Following this they may contact the learning support teacher within their year group team to ask for advice, strategies or resources to support a student. Students may also be identified at the admission stage as requiring Learning Support.



There are 3 stages of Learning Support that a student may access:



Some students may require support from Learning Support for several years while others may require support for only a few months; the aim of the service is to provide equal access to the curriculum and help to reduce the barriers to learning. Students can move up and down the different stages depending on their needs, with some no longer needing the support of Learning Services. Any recommended changes to your child's support will be discussed with you in advance.

For students who are academically able

Extension and Enrichment

Within Years 3- 6 a team of teachers work alongside class teachers to ensure students are appropriately challenged. This could be through different challenges, resources or through being encouraged to explain, justify or reason the decisions they make related to their learning.

Some students are also part of withdrawal groups for up to 2 hours per week which focuses on higher order thinking, reasoning and justifying, critical and creative thinking, as well as planning and problem solving. They take part in a range of learning experiences including Project Based Learning, debating and novel writing.

In addition, there are numerous opportunities for students who excel in the arts and sports in the form of group events, competitions as well as Extra-Curricular Activities and clubs.

Identification and assessment

Years 3, 4, 5 & 6

Class teachers meet with EL teachers to recommend students who are above the age related expectation in Reading and Writing, or Mathematics at the beginning of Term 1 and who display high levels of motivation and engagement with their learning. The students will receive support through a scheduled time with the Extended Learning Teacher in class, as well as benefiting from the provision of enrichment activities in class plans. This support could be in Maths, Literacy, or in connected learning, and will focus on individual student targets within the context of the class learning.

Students who are significantly above the age related expectation in Reading and Writing, or Mathematics will receive the in class support, and in addition will be withdrawn for 1-2 hours per week to learn with other students whose current attainment is similar.

Key Stage 2 student data will be reviewed at the start of Term 1 and Term 2 to determine the students who will receive Extended Learning Support. There is an expectation that student attainment levels, and students' motivation and engagement with learning, continues to exceed ARE at Patana in order for them to maintain EL provision. You will be contacted if it is recommended that your child receive withdrawal session support.

English as an Additional Language – support for those new to or who are developing English language proficiency

Within Foundation Stage there is a teacher specialising in communication, language and literacy. They support students across the Foundation Stage in collaboration with class teachers. They are also involved in determining which students may benefit from further English support as they move into Key Stage 1.

The English as an Additional Language (EAL) programme, which begins in Key Stage 1, supports learners in developing their English language proficiency and confidence while at the same time enabling them to fully access the curriculum at an age and cognitively appropriate level.

Each year group has a Language Acquisition teacher and an English Language instructor who work alongside class teachers to support children with their English Language development. Please note, there is a charge for a period of up to six terms, after which no further charges apply.

The support provided to students could be:

Working with individuals, groups or the whole class

Adapting learning experiences by providing additional scaffolds or different tasks that support the understanding and use of language.

In Key Stage 2, students receiving EAL support benefit from two hours of discrete language provision per week in addition to their class support. Non-Thai students are accessed during World Language times, while Thai EAL students are withdrawn from class.

Identification and assessment

A student's English proficiency is determined on entry in a variety of ways. This may include a conversation with an EAL teacher to determine the student's understanding of spoken English and their ability to communicate their ideas clearly. Previous school reports are reviewed and, for older students, a more formal assessment of reading and writing takes place as part of the WIDA standardised assessment. 'Language Learning Intentions' are used as the basis for planning and assessing language learning. These focus on the skills of listening, speaking, reading and writing. Student progress is continually monitored and individual targets set according to their language needs.

EAL support is no longer needed when:

- The student meets Learning Language Indicator expectations (typically at level 5)
- The student can fully access the curriculum at an age appropriate level.

It can take up to three years for students new to English to learn and use conversational, social language and between 5 and 7 years to learn and proficiently use academic language.

We support and encourage the students to continue to develop, value and maintain their Home Language(s). Having a strong home language provides the foundation to all other language learning and allows children to make connections with the new language. ECAs run across the school year in a variety of home languages and there is a well stocked collection of home language books within the Primary library. We also run initiatives for parents to get involved in home language volunteer groups across Key Stages 1 and 2.



Counselling – Space and time for individual students to talk and think about worries or difficulties

Counselling helps students explore their feelings and look at how they might want things to be different. This may involve talking, listening and play based therapies.

Counselling can be an early intervention strategy to prevent deterioration in emotional wellbeing, behaviour and attitude. It can enhance the young person's self-esteem and ability to cope more effectively in school. Common issues include:

- Bullying
- Behavioural concerns
- Social concerns
- Emotional problems
- School refusal – phobia
- Refusal to speak
- Academic difficulties e.g. significant under achievement
- Physical indicators with no medical diagnosis

The counsellors provide individual sessions within the school day; the length and duration of support is dependent on need.

The counsellors work with teachers and other staff to help your child, while at the same time protecting confidentiality. They have a duty of care towards students and should any issue arise that relates to student safeguarding will share this with one of the Designated Safeguarding Leads.

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How does my child get to see a school counsellor?

- Request from a parent- speak to your child's class teacher
- Request from a teacher- the teacher will discuss this with parents and their year group Leader of Welfare
- Self-referral from the child





Artwork by Ka Yu (Kaya) Yau, Year 4



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Established 1957

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