

ASPIRE PARENT HANDBOOK

Additional Learning Support



Helping All Students to Flourish

Taipei European School British Secondary
and High School Section (BSHS)

2024-2025



BSHS Approach to Inclusive Learning

Welcome to the Taipei European School community and we look forward to collaborating with you. At the British Secondary and High School Section (BSHS), our mission is to provide an exceptional educational experience for all students. We adopt a holistic approach to education, ensuring a broad and balanced curriculum tailored to individual learning styles. Recognizing that every student is unique and learns at their own pace, we are particularly aware that some learners may encounter challenges in fully accessing the curriculum. To support these students, we offer additional learning assistance designed to help them achieve their full potential.

ASPIRE: Our Support Framework

ASPIRE, which stands for Access for Students to Participate, Improve and take Responsibility for their Education, embodies our commitment to inclusivity and satisfying the learning needs of all students. Our school is equipped with a variety of resources and trained professionals dedicated to supporting students with diverse needs, including cognitive, social-emotional, communication, and sensory challenges. It is important to understand that these needs can overlap and evolve over time. Our assessment process focuses on identifying appropriate support rather than assigning labels. A comprehensive evaluation considers each student's strengths and weaknesses, allowing us to implement targeted interventions and develop individualized plans that provide access to specialized resources. By addressing these diverse needs, we aim to create an inclusive environment where all students can thrive.



COGNITION AND LEARNING

- ▶ Specific learning difficulties e.g, dyslexia
- ▶ Moderate learning difficulties
- ▶ Severe learning difficulties



COMMUNICATION AND INTERACTION

- ▶ Speech and language needs
- ▶ Autism
- ▶ Social communication needs



SOCIAL, EMOTIONAL AND MENTAL HEALTH

- ▶ Attention Deficit (ADD)
- ▶ Attention Deficit with Hyperactivity (ADHD)
- ▶ Emotional and mental health needs



PHYSICAL AND SENSORY

- ▶ Physical disability
- ▶ Hearing impairment
- ▶ Visual impairment
- ▶ Multi-sensory impairment
- ▶ Sensory need

Source:

Department for Education, 2024

"The Four Broad Areas of Need." Help for Early Years Providers : The Four Broad Areas of Need, help-for-early-years-providers.education.gov.uk/support-for-practitioners/send-assessment/four-broad-areas. Accessed 19 Nov. 2024.

Identifying Students in Need of Support - The Referral Process

Students may be identified as needing support during the admissions process or through teacher referrals based on previous academic records, curriculum assessments, and ongoing formative evaluations. After monitoring progress and implementing specific strategies, the ASPIRE team may recommend formal support.

What happens if a young person is identified at Admissions?

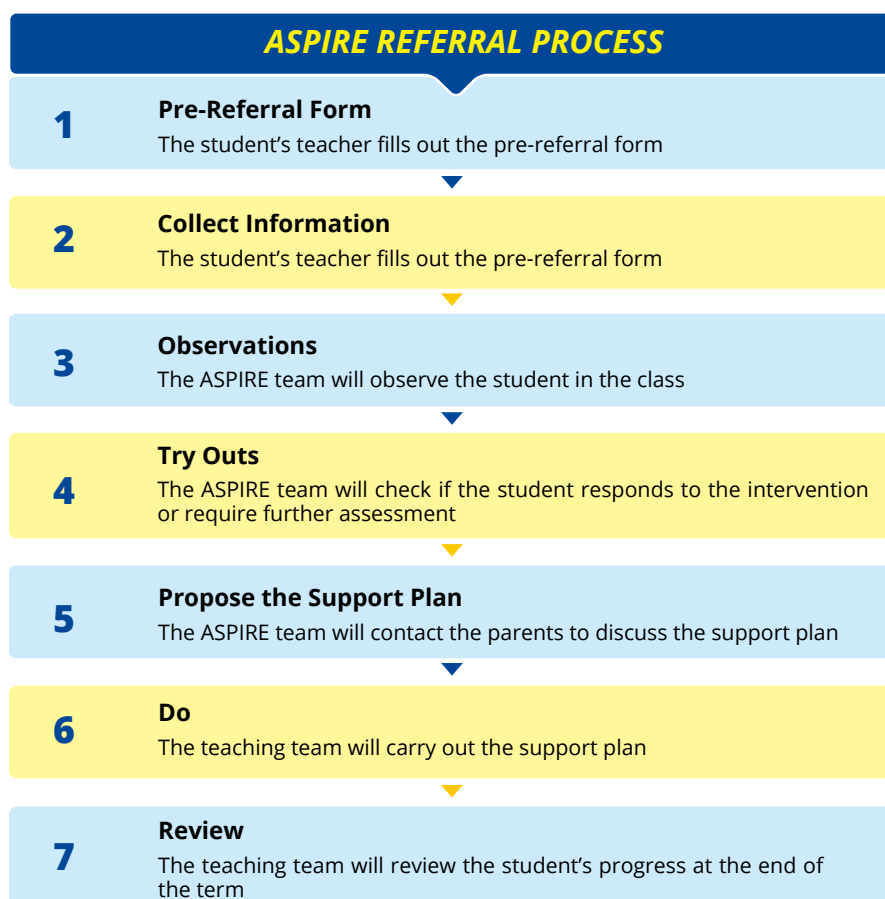
During the application process, the Admissions Department collaborates with the ASPIRE Team if a student is identified as requiring additional support or appears at risk. Additional information may be requested, including:

- Previous school reports
- Medical records and details about ongoing medications
- Past Individual Education Plans (IEPs)
- Assessments from educational psychologists
- Reports from external specialists such as occupational therapists or speech-language therapist
- If already in Taipei, students might be invited for an assessment or trial at school

Acceptance into the TES British Secondary and High School Section will depend on the student's needs and the current capacity of our teaching staff to meet those needs.

What happens if a young person is identified in-class?

As essential partners in this process, parents will be involved throughout monitoring efforts. In-class observations and screenings may be conducted by the ASPIRE support teachers upon request from classroom teachers. All collected information will be shared with parents during meetings facilitated by the ASPIRE team, with potential participation from class teachers and specialists (if required). Confirmation of a student's placement on the ASPIRE register for ongoing support requires the agreement of both the Year Dean and the parents. A member of staff from the ASPIRE team will then be assigned to work closely with the student as the ASPIRE case manager.



Overview of ASPIRE Services Levels

The ASPIRE Team provides support for students who face challenges beyond simply having English as an Additional Language (EAL). Referrals typically originate from class teachers in consultation with relevant staff members.

Support can be delivered in various formats: within the classroom, through withdrawal lessons, in small intervention groups, or a combination of these methods. There is no one-size-fits-all program; instead, each student's barriers to learning are addressed individually. In-class support aligns with the curriculum while being differentiated according to each student's specific needs.

For those receiving one-on-one withdrawal interventions, targeted objectives will be established. Every student receiving formal intervention from the ASPIRE Department will be enrolled in the ASPIRE register. ASPIRE students will receive support plans outlining termly targets set collaboratively by teachers, parents, and external specialists when applicable. A "Team Around the Child" (TAC) approach ensures a holistic and consistent strategy.

Levels of support offered in the British Secondary and High School Section

All students identified with potential learning needs are placed into one of the following five bands of support:

Band	Fee (per semester)
1	\$25,000
2	\$45,000
3	\$100,000
4	\$200,000
5	\$330,000

**Please be informed that at TES, the needs for all students are assessed continuously, and any supplementary support (e.g. Learning Support or English as an Additional Language Support) incurs in extra fees paid by parents. Additional information can be found in the TES Admissions Policy. Learning support fees can be found on the official TES website and also on the adjacent table. Fees are charged once a student is placed on the ASPIRE register and a support plan will then be put in place.*

The additional support is provided by an ASPIRE support staff. The ASPIRE team receives continued professional development, and each member brings a different set of skills to the department. Each student receives support that is tailored to their own needs and can be given in a small group setting, during a withdrawing session, or in the classroom.

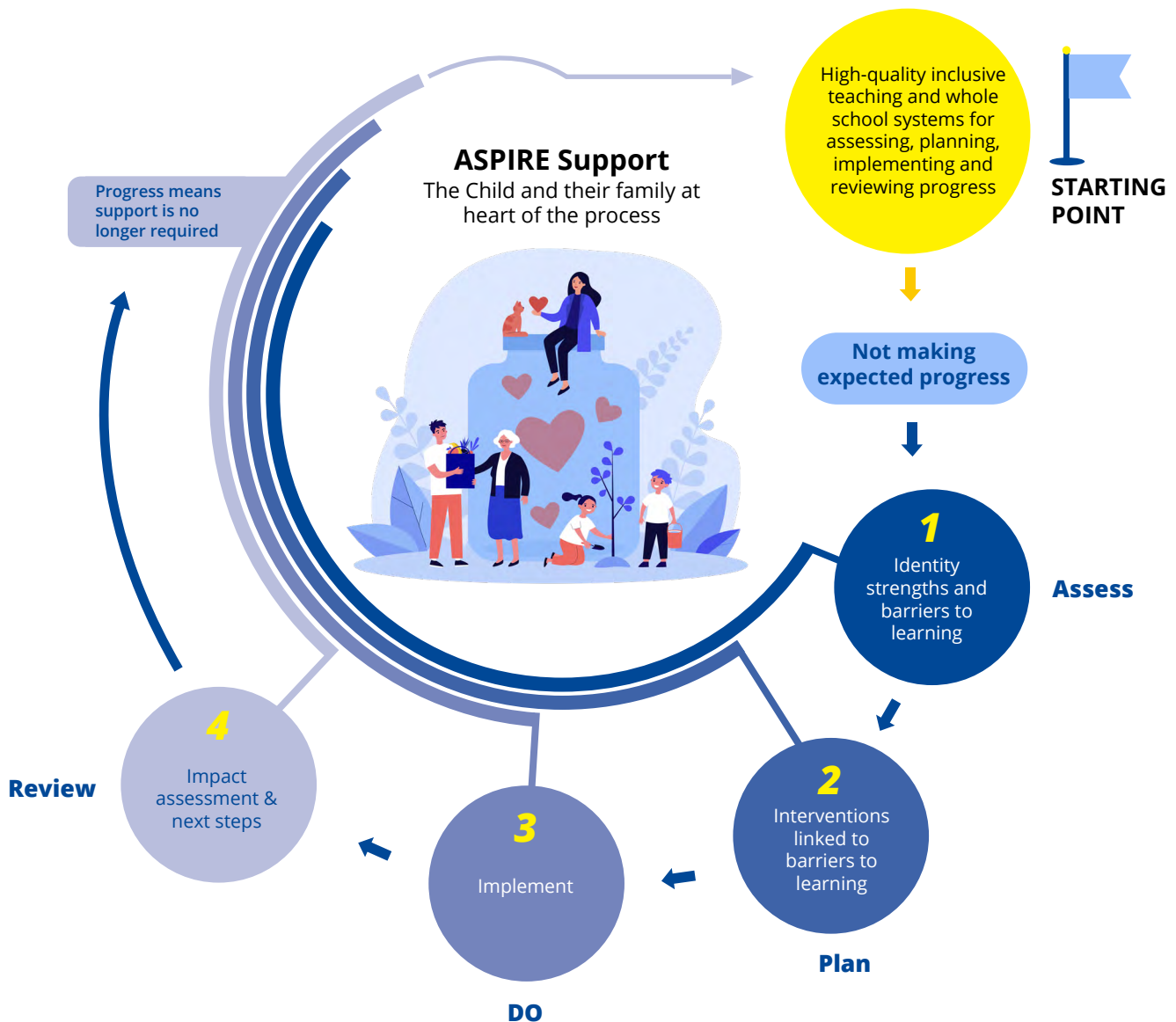
Sometimes, a student may need specific intervention from external specialists such as occupational and speech-language therapists. In this case, having access to the targets set by them for the students and getting termly updates of the progress would be highly appreciated by your students.

For a complete, in-depth perspective of your student's strengths and weaknesses, a psychoeducational assessment may be recommended. This would involve an external, registered educational psychologist with specific training to conduct a variety of psychometric tests and deliver a comprehensive report of the findings, alongside recommendations for school accommodations and at-home support strategies. These would be incorporated into the student's support as much as possible.

The ASPIRE Approach

When a student is identified as having additional learning needs, schools must act promptly to eliminate barriers to learning through effective provision. This involves a four-part cycle: Assess, Plan, Do, and Review — a graduated approach that refines interventions based on an evolving understanding of each student's needs.

The Graduated Approach



Source:
Lancashire County Council 2024
3.1 What Is the Graduated Approach? Within Lancashire, www.lancashire.gov.uk/media/922347/chapter-3-the-graduated-approach.pdf. Accessed 19 Nov. 2024

Assess

The Team Around Child (TAC), consisting of school admission, subject teachers, and the ASPIRE team, will work together to analyze and to identify a child's need for additional support after reviewing past performance data and parental insights.

Plan

Once support is deemed necessary for a particular student, a support plan will be drafted by the ASPIRE case manager. Adjustments and interventions can be tailored to their child's progress. The parents will be formally notified and involved in discussions about the support plan.

Do

The class teacher remains responsible for daily interactions with the child while collaborating closely with the ASPIRE case manager who is involved in providing additional support. If necessary, the subject expert teacher, the ASPIRE support teachers, and the learning support teacher can also conduct 1-on-1 withdrawal sessions to differentiate the level of teaching to cater to the current level of students' understanding.

Review

The effectiveness of interventions will be evaluated against agreed timelines, at least twice in an academic year, incorporating feedback from students and parents to inform future strategies.

Individual Support Plan

Each student who is on the ASPIRE register will receive an individual support plan. This plan is created collaboratively by the team around the student, which includes the class teacher, the ASPIRE team, the student's parents, and internal and external specialists as appropriate. The student-specific targets, both in-school and at-home, the strategies employed, and the resources utilised will be described in this plan. Furthermore, the type of support and the number of additional hours provided will also be specified in the plan. Every year, there are at least two support plan meetings where goals are evaluated and, if necessary, new ones are established. Changes in the level and type of support are also discussed and amended as needed.



◀ TES Admissions Policy



◀ TES School Fee Policy



◀ Electronic Version is Available
Through TES Website