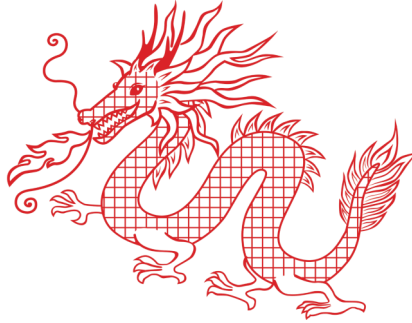


KELLETT SCHOOL

ADDITIONAL SUPPORT POLICY

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KELLETT SCHOOL HONG KONG

ADDITIONAL SUPPORT POLICY

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1 PURPOSE AND VISION

At Kellett School, we believe every child has the right to feel included, supported, and able to achieve success, both academically and personally. Some students may need **additional support** that is *different from or additional to* the teaching and opportunities typically provided.

The purpose of the Additional Support Policy is to:

- Remove barriers to learning and participation.
- Provide the right support at the right time, in partnership with families and specialists.
- Encourage independence, resilience, and self-confidence.
- Ensure high expectations and equitable opportunities for every learner.

Our vision is rooted in the **Kellett Values**: respect, kindness and integrity.

This policy should be read in conjunction with the Additional Support Procedures and Practices Handbook.

2 KEY PRINCIPLES

We work from the following principles:

- **Inclusion at the heart:** All teachers are teachers of students with additional needs. Inclusive, high-quality classroom practice is the foundation of Additional Support.
- **Early identification:** We use data, observation, teacher expertise, and parent input to identify needs early, reducing the risk of long-term barriers.
- **Graduated approach:** Assess → Plan → Do → Review, following international best practice (UK SEND Code of Practice; international school guidelines).
- **Person-centred, strengths-based:** Labels and diagnoses can help, but provision is decided by *what the student needs in the classroom*. Two students with the same diagnosis may need different support.
- **Family partnership:** Parents and carers are essential parts of the “team around the child.” Their input guides planning, and their support at home is key to consistency.
- **Wellbeing and relationships:** Emotional safety, social connection, and mental health are integral to learning. Behaviour is understood as communication of need, not simply misbehaviour.
- **Accountability:** Decisions are evidence-based, free from assumption, and recorded systematically.

3 THE ADDITIONAL SUPPORT TEAM

The team provides expertise across all Kellett campuses and works closely with class teachers, parents, and external professionals.

- **Head of Additional Support (ASH):** Leads the department and coordinates provision across the school.

- ❑ **Additional Support Coordinators (ASCs):** Manage each campus team, referrals, and caseloads.
- ❑ **AS Teachers and Teaching Assistants (AST/TAs):** Deliver in-class and small-group interventions, track progress, and coach class teachers.
- ❑ **External Specialists (contracted):** Speech & Language Therapists (SaLT), Occupational Therapists (OT), Educational Psychologists, Counsellors.
- ❑ **Shadow / 1:1 Teaching Assistants:** Sometimes required for students with higher needs, typically 90% parent-funded and 10% school-funded. Allocated only after TAC (Team Around the Child) review and reviewed termly.

The team has three core aims:

- ❑ Strengthen inclusive classroom practice.
- ❑ Provide targeted support for students with additional needs.
- ❑ Build whole-school capacity in understanding and meeting diverse learning needs.

4 EXTERNAL SPECIALISTS

External specialists play a vital role in supporting students with specific needs. These professionals include Speech & Language Therapists (SaLT), Occupational Therapists (OT) Dyslexia Tutors and other Therapists. They visit the school on scheduled days based on the needs identified for individual students. Support is typically delivered through one-to-one sessions outside the classroom, focusing on targeted areas such as speech development, motor skills, or literacy strategies. External specialists collaborate closely with the Additional Support Team and class teachers to ensure consistency and integration of strategies within the classroom environment. Parents are informed of schedules and progress and sessions are reviewed regularly to align with student goals and the overall support plan. These services are parent-funded, and parents pay the external specialists directly for their sessions. The school has an SLA agreement with these external providers.

5 WAVES OF PROVISION

We use a three-wave model to reflect the different levels of provision:

Wave A – Universal (Quality First Teaching):

- Inclusive, differentiated teaching so all learners can access lessons.
- Classroom accommodations and strategies (e.g., seating plans, visual aids, extra processing time).
- Some students may have Pupil Passports or access arrangements for tests/exams but no additional structured support.

Wave B – Targeted:

- Structured, short-term interventions on top of Wave A (e.g., literacy, numeracy, social skills groups).

- In-class or small-group support by AS staff.
- Needs identified through school assessments or external recommendations.
- May involve weekly monitoring, individual goals, and increased communication with parents.
- Some students may have Pupil Passports or access arrangements for tests/exams but no additional structured support.

Wave C – Specialist:

- Complex needs across more than one area – academic, behavioural, social, or emotional.
- Requires personalised programmes, 1:1 full or part-time Teaching Assistant, and external specialist involvement.
- Students have Individual Education Plans (IEPs) and are reviewed twice a year or as often as necessary.
- Regular TAC meetings with parents and external professionals.

6 PROVISION POINTS (PP)

Provision Points help us:

- ☐ Allocate resources fairly across year groups and classes.
- ☐ Balance the needs of individuals with the needs of the learning community.

Key Guidance:

- ☐ A class will not normally exceed **16 PPs**, or 48 per year group in Senior School.
- ☐ **1:1 support:** Maximum of one student with a full-time assistant per class.
- ☐ **Wave B and C students:** Normally no more than 15% of a cohort.
- ☐ **Funding:** Higher levels of intervention (PP6–10) involve extra school-parent funding agreements.

7 SUPPORT PATHWAY

Any concern can start the process – from a teacher, parent, or assessment result.

1. **Referral** – teacher/parent raises the concern, an ASC contacts the family, and initial observations are made or information gathering.
2. **Assessment** – screening assessments, classroom data, and sometimes specialist reports help us understand the student's profile.
3. **Planning** – together with the family, we agree on strategies, goals, and the level of support (Wave A/B/C; PP level).
4. **Doing** – provision is put in place in class, small groups, or 1:1.
5. **Review** – progress reviewed at regularly; strategies adjusted as needed.

When 1:1 provision is needed:

- A **TAC (Team Around the Child) meeting** is held.
- Parents sign a contract setting out funding and responsibilities.
- Arrangements are reviewed termly.

8 ADMISSIONS AND TRANSITIONS

- **Admissions:** Families must share any previous reports or assessments. The AS Team reviews whether the school can meet the student's needs before confirming a place.
- **Transitions:** Students moving between phases (e.g., Y6→Y7), across campuses, or joining/leaving the school receive enhanced support to ensure continuity.
- Meetings with parents, receiving staff, and (where appropriate) students themselves take place in advance.

9 LIMITS OF PROVISION

Kellett can meet a wide range of needs, but we are transparent about our limits. We may not be able to provide for students who:

- Have moderate or severe learning difficulties incompatible with mainstream teaching.
- Have global developmental delay or very low overall cognitive scores.
- Show persistent behaviours that endanger safety or prevent others from learning.
- Are unable to interact socially or regulate behaviours despite structured intervention.
- Need full assistance with personal care.
- Have mobility needs beyond our facilities (note: wheelchair access only at Kowloon Bay campus).

Decisions are person-centred and made with families, focusing on what is best for the student.

10 ROLES AND RESPONSIBILITIES

Classroom Teachers

- Plan and deliver inclusive teaching.
- Implement strategies and accommodations consistently.
- Work with AS staff to ensure the classroom reflects best practice.

AS Team

- Case management of identified students.
- Delivery of targeted/specialist interventions.
- Monitoring progress and sharing updates with staff/parents.
- Liaison with external professionals.

Parents and Carers

- Share insights, reports, and relevant information.
- Support targets and strategies at home.
- Attend meetings and reviews.

Students

- Contribute to goals and Pupil Passports, share perspectives on learning, and work towards independence (age-appropriate).

11 ACCOUNTABILITY AND REVIEW

All records and support plans are maintained securely within school.

Wave B and C students have formal reviews at least termly.

Whole policy is reviewed annually by the Head of Additional Support and the ESLT.

Policy last reviewed: September 2025 **Next review:** September 2026

Appendix:

[Additional Support Needs & Pastoral Support Provision Points Guidance](#)

Wave	A	B	C
	<p>The student's learning needs can be met in the classroom through differentiated instruction.</p> <p>The student may or may not have an external assessment but does not require support beyond differentiated instruction.</p>	<p>The student requires structured support, alongside differentiated instruction, to access the curriculum. This need may be academic, behavioural or social.</p> <p>The student needs specific strategies and/or accommodations to access the curriculum.</p> <p>The student's needs have been identified through internal and/or external assessment.</p>	<p>The student has complex needs in more than one area (academic, behavioural, social).</p> <p>The student needs structured support and/or external specialist support to access the curriculum.</p> <p>The student needs targeted strategies and accommodations to access the curriculum in most or all subjects.</p> <p>The student's needs have been identified through internal assessments and/or an external assessment.</p>

					The student may demonstrate below average performance on standardised assessments.	
PP	1	2	4	6	8	10
R-Y6 ASN	<ul style="list-style-type: none"> -Investigative phase of pupil referral through ASN referral system -Active monitoring of student development 	<ul style="list-style-type: none"> -Small withdrawal groups -In-class support -Pupil Passport - S&L for articulation 	<ul style="list-style-type: none"> -OT - S&L for social communication - S&L for receptive/expressive language -1:1 Withdrawal specialist support (ASN Team) -IEP 	<ul style="list-style-type: none"> -Part-time 1:1 support up to 10 hours <p>Or</p> <ul style="list-style-type: none"> -ASN and Pastoral support 	-Part-time 1:1 support from 10 - 20 hours	-Full-time 1:1 support (more than 20 hours)
R-Y6 Pastoral	<ul style="list-style-type: none"> -Investigative phase of pupil referral through phase meetings / pastoral meetings -Active monitoring of student development 	<ul style="list-style-type: none"> -Wellbeing Team check ins -Class Teacher support with some involvement from SLT / ASN 	<ul style="list-style-type: none"> -Regular weekly Counselling -Significant behaviour concerns involving SLT / ASN -External specialist support 	-ASN and Pastoral support		

Y7-Y13 ASN	-Active monitoring of student development	-Some in-class support -OT / S&L -Access arrangements	- In-class support and Withdrawal -Access arrangements	-Part-time 1:1 support up to 10 hours -Access arrangements	-Part-time 1:1 support from 10 - 20 hours -Access arrangements	-Full-time 1:1 support (more than 20 hours) -Access arrangements
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