

Special Educational Needs and Inclusion (2025 - 2026)

Information for Parents

King's College School Panama

Our Commitment to Inclusion

King's College School Panama is committed to providing a broad, ambitious and inclusive education for all pupils from Early Years to IBDP.

This document explains how the school identifies and supports pupils with additional learning needs and how we work in partnership with parents.

We believe that every child should be able to access learning, participate fully in school life and be supported to achieve their potential. Inclusion at King's does not lower expectations. It ensures that pupils are not placed at a substantial disadvantage and that appropriate support enables access to a challenging curriculum.

Inclusion is embedded within teaching, curriculum design, assessment systems and pastoral care. High quality classroom teaching is the foundation of support for all pupils.

How We Identify Additional Learning Needs

Identification is an ongoing process and not a one-off event.

- A pupil may be identified as requiring additional support through:
- Teacher observation and professional judgement
- Progress tracking and attainment data
- Standardised assessments such as CAT4 and PASS
- Diagnostic assessments where appropriate
- Parent communication and shared concerns
- Transition information from previous schools
- Reports from licensed external professionals.

Concerns are considered within the wider context of the pupil's development, learning history and wellbeing. Not all learning differences require formal intervention. Some pupils may need short-term targeted support, while others may require longer-term provision.

Where appropriate, parents are consulted early in the process and next steps are agreed collaboratively.

How We Provide Support

Support is tailored to individual needs and is designed to enable access to the full curriculum without altering academic standards.

Provision may include:

- Classroom strategies
- Structured seating plans
- Step-by-step instruction
- Scaffolded and multisensory teaching
- Pre-teaching of key vocabulary
- Adapted materials
- Processing time
- Clear visual supports.

Targeted support

- Small group interventions
- Focused skills development
- Targeted academic support
- Social or emotional support where appropriate.

Individual planning

Where support differs significantly from standard classroom practice, an Individual Education Plan may be developed. This will outline strengths, agreed targets, strategies and review dates.

Assessment arrangements

For some pupils, internal assessment adjustments may be appropriate, for example additional time or use of assistive technology. For IBDP candidates, access arrangements are requested and approved through International Baccalaureate procedures and must reflect the pupil's normal way of working.

All support is proportionate, evidence-based and regularly reviewed.

Monitoring and Review

Support is not static. It is regularly reviewed to ensure it remains appropriate and effective.

Monitoring includes:

- Termly review of progress data
- Review of agreed targets
- Feedback from teachers
- Discussion with parents
- Consideration of pupil voice where age appropriate.

Provision is adjusted where necessary. Pupils may move into, between or out of support stages depending on evidence of need and progress.

Where sustained progress demonstrates that additional provision is no longer required, parents are formally informed and ongoing monitoring continues where appropriate.

Working in Partnership with Parents

Partnership with parents is central to effective inclusion.

We ensure:

- Early communication where concerns arise
- Clear explanation of strengths and needs
- Agreement on intended outcomes
- Written documentation where appropriate
- Regular review meetings.

Parents are encouraged to share information about their child's development, previous assessments and any external support. We value open dialogue and collaborative decision-making.

Involvement of External Professionals

Where needs exceed school-based provision, we may recommend consultation with appropriately licensed external professionals in Panama.

This may include educational psychologists, speech and language therapists, occupational therapists or medical professionals.

Referrals are made in consultation with parents. External reports are reviewed carefully and recommendations are considered in line with school capacity and regulatory guidance.

Transition and Continuity

Careful planning supports pupils at key transition points, including:

- Entry into Early Years
- Transition between Primary and Secondary
- Subject option choices
- Transition into IGCSE and IBDP
- Transition to post-16 destinations.

Information is shared appropriately between staff to ensure continuity of support. Where appropriate, meetings are arranged to ensure smooth transition and clarity of provision.

Who to Contact

If you have concerns about your child's learning or development, you should initially contact your child's class teacher or tutor.

For further guidance or to discuss Inclusion provision, please contact:

Head of Inclusion

King's College School Panama

Email: gabriela.moschos@kings.education

Telephone: +507 282 3300

The Head of Inclusion works closely with the Head of School, class and subject teachers, pastoral leaders and external professionals to ensure provision is coherent, proportionate and aligned with British Schools Overseas standards and IB requirements.

Effective from: August 2025

Reviewed: February 2026

Next review: August 2026