Information for Parents - Special Educational Needs and Inclusion (2026 - 2027)
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.

We believe that every child should be able to access learning, participate fully in School life and be supported to achieve their potential. Inclusion does not lower expectations. It ensures that barriers are identified and appropriate support is provided so that pupils can access a challenging curriculum and the wider opportunities available at King's.

Inclusion is embedded within teaching, curriculum design, assessment, pastoral care and the wider pupil experience. High-quality adaptive teaching is the foundation of support for all pupils.

How We Identify Additional Learning Needs

Identification is an ongoing process rather than a one-off event.

A pupil may be identified as requiring additional support through:

- teacher observation and professional judgement;
- progress and attainment data;
- standardised assessments such as CAT4 and PASS;
- diagnostic assessment where appropriate;
- parent communication;
- pupil voice;
- transition information from previous schools; or
- reports from appropriately 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 or more individualised provision.

Parents are consulted as early as appropriate and next steps are agreed collaboratively.

How We Provide Support

Support is tailored to individual need and designed to improve access without lowering academic expectations.

Classroom support may include:

- adaptive teaching;
- structured seating;
- explicit and step-by-step instruction;
- scaffolded or multisensory approaches;
- pre-teaching key vocabulary;
- adapted resources;
- visual supports;
- assistive technology; and
- additional processing time.

Targeted support may include:

- small-group intervention;
- focused skills development;
- targeted academic support;
- social or emotional support; or
- individualised strategies where appropriate.

Individual Education Plans

Where provision is significantly additional to or different from normal classroom practice, an Individual Education Plan may be developed.

An IEP will normally include:

- the pupil's strengths and needs;
- agreed outcomes;
- classroom strategies;
- relevant interventions; and
- review dates.

IEPs are reviewed regularly with parents and relevant staff.

Assessment Access Arrangements

Some pupils may require assessment access arrangements.

These are:

- evidence-based;
- proportionate;
- consistent with the pupil's normal way of working; and
- reviewed regularly.

Examples may include additional time, a separate room, assistive technology or other appropriate arrangements.

A diagnosis or external recommendation alone does not automatically result in a particular access arrangement.

For IBDP candidates, arrangements must meet International Baccalaureate requirements and are requested and approved through IB processes.

Access arrangements support equitable access to assessment; they do not change academic standards or provide an unfair advantage.

Monitoring and Review

Support is regularly reviewed to ensure that it remains appropriate and effective.

Monitoring may include:

- academic progress;
- progress against agreed outcomes;
- teacher feedback;
- attendance and pastoral information;
- pupil voice; and
- discussion with parents.

Provision may be adjusted as a pupil's needs change.

Where sustained progress demonstrates that additional provision is no longer required, parents will be informed and appropriate monitoring may continue.

Working in Partnership with Parents

Partnership with parents is central to effective inclusion.

We aim to ensure:

- early communication where concerns arise;
- clear understanding of strengths and needs;
- shared agreement on intended outcomes;

- clear next steps;
- appropriate written documentation; and
- regular review.

Parents are encouraged to share relevant information about their child's development, previous assessments and external support.

External Professionals

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

This may include:

- educational psychologists;
- speech and language specialists or therapists;
- occupational therapists; or
- medical professionals.

External reports are considered alongside School evidence, teacher observation, pupil progress and the pupil's normal way of working.

The School may seek further evidence, observation or clarification before determining whether provision should change.

Recommendations from an external professional do not automatically determine School provision or assessment access arrangements.

Transition and Wider School Life

Careful planning supports pupils at important transition points, including:

- entry into Early Years;
- transition between Primary and Secondary;
- subject option choices;
- transition into IGCSE and IBDP; and
- future education and post-school pathways.

Inclusion planning also considers access to co-curricular activities, educational visits, sport, leadership opportunities and the wider life of the School.

Relevant information is shared appropriately between staff to support continuity of provision.

Safeguarding

Some pupils with additional needs may be at greater risk of bullying, abuse, neglect or other forms of harm.

Where an inclusion concern also raises a safeguarding concern, the School's safeguarding procedures take priority and the Safeguarding and Child Protection Policy will be followed.

Who to Contact

If you have concerns about your child's learning or development, you should initially contact your child's Class Teacher or Form Tutor.

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

Head of Inclusion
Mr Gian Angulo
Email: gian.angulo@kings.education
Telephone: +507 282 3300

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