



Learning Support Policy and Procedures

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Rationale

The Academy is committed to providing an inclusive learning environment and supporting students with learning needs wherever these can be appropriately accommodated within the Academy's staffing, facilities, expertise, and existing provision.

As part of the admissions process, students undertake age-appropriate entrance assessments to establish their academic starting point and determine whether their learning profile is compatible with the Academy's curriculum and available provision. This process enables the Academy to identify significant learning needs at an early stage and, where appropriate, limit the admission of students whose level of need is beyond the Academy's capacity to accommodate. The Academy recognises, however, that some additional learning needs may not be apparent or formally identified at the point of entry and may only become evident once a student is in Academy.

Where learning needs are identified following admission, the Academy will follow its established procedures to provide appropriate support and interventions, monitor progress, and review provision. This may include adapted teaching, targeted interventions, adapted resources, individual or small-group support, and support for social, emotional, and communication needs. A formal diagnosis is not required for the Academy to respond to an identified barrier to learning.

The Academy has finite staffing, resources, facilities, and specialist expertise, & so reserves the right to decline admission or, where appropriate, review a student's placement where their needs are assessed as being beyond the level of provision the Academy can reasonably and safely accommodate. Any such decision will be based on the individual circumstances of the student and the Academy's ability to provide appropriate and effective support.

Aims

These aims are informed by the individual needs of students within The English Academy and reflect our specific educational context, here in Kuwait.

1. To identify children's needs at the earliest opportunity and provide timely, appropriate support to help them thrive.
2. To provide an inclusive, accessible and flexible curriculum that is adapted to enable every child to engage, learn and make progress.
3. To work in partnership with parents and carers, valuing their knowledge and involvement in supporting their child's development and learning.
4. To ensure staff have the knowledge, guidance and confidence to understand and respond effectively to each child's individual needs.
5. To ensure every child is included in learning and wider Academy life, with appropriate support to maximise their participation, independence and potential.

Learning Support Procedures

When a child experiences difficulty accessing the curriculum teaching approaches are adapted to meet the child's individual needs and remove barriers to learning. Where a child continues to experience difficulties, their needs are reviewed and the following processes are implemented in each section of the Academy:



EYFS / KS1 Learning Support Procedures

1. The child's need for further support is identified through assessments and observations.
2. Quality First Teaching and adaptive teaching strategies are implemented to meet the child's individual learning needs and provide appropriate classroom support.
3. Where Quality First Teaching and adaptive teaching do not provide sufficient support, the child is placed on an individual support plan, with additional targeted interventions implemented and monitored.
4. A meeting is held with the child's parents/carers to share and discuss the support plan and agree on ways they can support the child's learning and development at home. Additional resources, strategies, and materials are shared with parents/carers to support consistency between home and school.
5. The child's progress is monitored over a six-week period against the agreed targets. Evidence of progress is gathered through ongoing assessment, observations and intervention records. At the end of the six-week period, the support plan is reviewed to evaluate the impact of the interventions and determine the next steps.
6. At the end of the six-week period, progress is reviewed against the agreed targets. If the desired outcomes are achieved, the child is removed from the individual support plan. If further support is required, new targets are set and appropriate provision is put in place.

KS2 Learning Procedures

Secondary Learning Procedures