



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 Procedures



KS2 Learning Procedures

Secondary Learning Procedures