



Lüderitz Blue School Learning Support Policy (Including EAL)

1. SCHOOL STATEMENT

- i) In line with our School Values and Mission, Lüderitz Blue School is committed to being an inclusive school and to meeting the needs of all of our learners. This is inclusive of those with educational support needs.
- ii) The school is committed to developing the strengths of all learners and endeavours to teach learners strategies to overcome any barriers to learning and develop to their full potential academically, socially and emotionally.
- iii) With reasonable adjustments within the scope of the school's resources, we aim to enable every learner to achieve this full potential.
- v) We believe that all learners should have equal access to the curriculum and are represented in the choice of resources and activities provided.
- vi) This policy seeks to inform teaching and learning throughout the school as well as ensure that the provision of 'Learning Support' is made for learners with any additional educational support needs.
- vii) The term 'Learning Support' (LS) refers to any need that may present a barrier to learning. This includes English as an Additional Language (EAL).
- viii) Understanding the needs of all learners is a responsibility of all staff and School Leadership. As we are committed to a fully inclusive approach, all teachers are teachers of Learning Support (including EAL).

2. SCOPE OF POLICY

- i) This policy applies to all members of the school community.
- ii) This policy applies to all registered learners and includes:
 - when they are in school
 - when they are taking part in any school-organised or -related activity
 - travelling to or from school
 - identifiable as a learner at the school (eg. wearing uniform or online)
- iii) This policy is to be read and understood alongside our other school policies, including but not limited to our SEND Policy.

3. AIMS OF LEARNING SUPPORT POLICY

- i) To implement good practice and compliance with current legislation and guidance, and to create a fully supportive, inclusive learning environment.
- ii) To identify any learner who may have a learning support need at the earliest opportunity, and to anticipate and meet their needs.
- iii) To ensure that no learner is discriminated against on the basis of a learning support need.
- iv) To ensure that wherever possible, reasonable steps are taken to ensure equal access to learning, regardless of learning support needs.
- vi) To ensure that all teachers are aware of each learner's needs, and that such needs are the shared responsibility of all staff.
- vii) To ensure that learners' records include information relating to their learning support needs, any interventions that have been provided and the outcomes of such.
- viii) To conduct regular and purposeful reviews of learners' progress.
- ix) To work in partnership with the learners and their parents/guardians.
- x) To include learners in making decisions about the types of intervention and targets for action.
- xi) To provide a regular INSET / Professional Learning opportunities programme for teachers and provide support for teachers so they are able to support learners' needs.

4. NOTE ON ADMISSIONS

- i) Lüderitz Blue School is an inclusive school.
- ii) The school accepts applications from learners with learning support needs, learning difficulties and disabilities, who are likely to benefit from an education at the school.
- iii) As a part of the Admissions Procedure, all learners are required to visit the school for a Trial Day. This is an opportunity for the learner to spend the day at school, get to know the teachers and other children and take part in normal timetabled activities and clubs.
- iv) On the Trial Day, learners also take part in an external Aptitude Test. They may also complete informal assessments and interviews with teaching staff.
- v) Please refer to the school Admissions Policy for full information on the Applications process.
- vi) As far as possible, the school is committed to making appropriate access arrangements for the Trial Day when parents/guardians or previous schools have provided evidence of need. Such evidence could include
 - an educational psychologist's report
 - a report from a qualified specialist teacher
 - a report from a medical professional
- vii) Parents/guardians are responsible for informing the school about any specific learning needs their child may have upon enrolling at the school, and to forward any assessment reports which clarify the learner's specific learning difficulties.
- viii) Such reports may be used to help determine whether the school is able to meet the particular needs of a child with specific difficulties.
- ix) Lüderitz Blue School aims to ensure that every child can thrive. In line with this, the school would not offer a place to a child if we felt we could not adequately meet their needs and provide the best educational opportunities available.

5. DEFINITION OF LEARNING SUPPORT NEEDS

- i) A learner is identified as needing 'Learning Support' when they have a 'learning challenge', which calls for special educational provision to be made for them.
- ii) Additional support needs can include, but are not limited to:
 - Having significantly greater difficulty in learning than the majority of children of similar age
 - Learning challenges
 - Long term absences
 - Gaps in Learning
 - English as an Additional Language
 - Social Emotional and Behavioural Difficulties
- iii) It is noted that mild specific learning difficulties do not automatically equate to a learning difficulty.
- iv) However, Lüderitz Blue School recognises that learners with specific learning difficulties may, at various stages in their education, need support to develop their learning skills within the context of our school.

6. ARRANGEMENTS FOR COORDINATION OF LEARNING SUPPORT

- i) Lüderitz Blue School is committed to making appropriate provision of teaching and pastoral support for learners with Learning Support needs.
- ii) All members of staff are expected to be aware of the learning and pastoral needs of every learner that they teach and to make their best endeavours to meet each learner's need.
- iii) The needs of individual learners are expected to be identified in planning for each lesson, demonstrating a knowledge or an adaptation for specific learners' needs.
- iv) All teachers are expected to refer to the Learning Support information available from their Heads of Section/School or on secure school systems in order to keep fully informed of learners' needs and the recommendations for their support.

- v) As a school, we aim to provide a suitable response to match each learner's level of need.
- The lowest level of need involves the Heads of Section providing guidance and resources to class teachers and observing behaviour
 - The next level is support from Senior Management, either in class or in small groups.
 - The final level is intensive support from specialised staff, either in small groups or on a 1:1 basis. The introduction of an Individual Support Assistants (ISA) would be discussed at this level.

vi) Learners are encouraged to take an active role in managing their learning and to set themselves high standards.

vii) Parents/guardians are involved in decision-making and are kept fully informed of the recommendations, actions and interventions/provisions at all stages, by email, telephone consultation and meetings.

ix) Lüderitz Blue School will provide provisions/interventions, tailored to the individual, in order to support learners with Learning Support. This is not limited to the following:

- Establishing trusting and positive relationships with children
- Differentiation
- In-class support
- Team teaching
- Withdrawal – small group and 1:1
- Discrete EAL teaching
- Learner Information Management
- Access Arrangements for assessments
- Support and advice for teachers
- Liaison with Individual Support Assistants (ISAs)
- Professional Learning opportunities for teachers
- Communication with parents/guardians
- A dedicated area in the school for children to calm down and take some time out if they are struggling to cope with their emotions
- Proactive management plans
- Individual Support Plans (ISPs)
- In school resources
- Parental involvement
- Workshops for parents/guardians

x) Parents/guardians have the overall responsibility for taking decisions about the management and provision of their child's learning support need.

7. NOTE ON ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

- i) English as an Additional Language (EAL) is where a learner's first language is defined as any language other than English, which a child was exposed to during early development, and continues to be exposed to in the home or the community.
- ii) Most learners at Lüderitz Blue School have English as a Second, or Additional Language. At our school, EAL learners are defined as those who are not yet proficient in the language.
- iii) The school is committed to making appropriate provision of teaching and pastoral support for learners for whom English is an additional language.
- iv) We aim to ensure that all EAL learners are able to use English competently and confidently in order to access the full curriculum and play a full part in the life of the school.
- v) The school recognises that our EAL learners come from a variety of backgrounds with different experiences of learning English. We believe the multilingualism of our EAL learners enriches our school and our community. We believe there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of EAL learners' learning and success.
- vi) All members of staff are expected to be aware of the needs of every learner that they teach and endeavour to meet each learner's need. This includes learners identified as EAL.
- vii) The needs of individual students are expected to be identified in the planning for each lesson, demonstrating a knowledge or an adaptation for specific learners' needs. This includes learners identified as EAL.
- viii) Staff will provide additional support input for learners whose primary language is not English and who are identified as needing extra support. For additional information please refer to 8. ARRANGEMENT FOR COORDINATING THE PROVISION OF EAL.

8. ARRANGEMENT FOR COORDINATING THE PROVISION OF EAL

- i) EAL support/intervention is additional to, or otherwise different from, the educational provision made generally for children of their age in schools.
- ii) All class teachers are expected to refer to the EAL information and advice available in order to keep fully informed of learners' needs and the recommendations for their support.
- iii) Learners are encouraged to take an active role in managing their learning and to set themselves high standards to overcome barriers.
- iv) Parents/guardians are involved in decision-making and are kept fully informed of the recommendations, actions and interventions/provisions at all stages.
- v) Where possible, It is preferred that EAL be taught to the individual, at their level, rather than in larger groups. The aim of this approach is to meet the individual needs of the learner for where they are in their English learning journey.
- vi) EAL sessions focus on curriculum content and key English skills. Class Teachers are also expected to plan for EAL provision within their individual planning.
- vii) Learners will stop EAL provision when:
 - The learners have reached an acceptable level of progress – determined through assessment results and in progress reviews.
 - The class teacher confirms that the learner can hold a conversation in English and access curriculum content independently.
 - The learners have demonstrated the ability to cope with curriculum content with minimal or no additional support (from a class teacher or TA).
 - The learners have shown significant progress in attainment levels during in class assessments.
- vii) Learners who meet the criteria to exit EAL sessions will continue to receive support in class, if needed.

9. LEARNING SUPPORT REFERRAL PROCEDURE

- i) For pastoral, behavioural and attainment support or intervention:
- learners can be referred during Admissions from the Admissions team or by the observing teachers (eg. following the Trial Day).
 - learners may be referred during the learner progress reviews.
 - Primary Class Teachers may share concerns with their Head of Section, and seek strategies from them and parents/guardians.
 - The Head of Section will suggest support strategies or support materials.
 - The Head/s of School may be asked for additional support, and may provide additional intervention planning.
- ii) For EAL provision/intervention:
- learners can be referred during Admissions from the Admissions team or by the observing teachers (eg. following the Trial Day).
 - Senior Leadership and Class Teachers observe learners who are not native English speakers:
 - If a learner is struggling in certain subject areas, the teacher must plan differentiated materials and ensure additional resources such as dictionaries/word-banks are readily available.
 - The teacher must report the challenges observed to the Head of School for further action using the document template provided.

10. EVALUATING THE SUCCESS OF ANY LEARNING SUPPORT PROVISION

- i) The implementation and effectiveness of the Learning Support Policy is evaluated in a number of ways.
- ii) This is done so on an ongoing basis, in consultation with Class Teachers, Heads of Section, Heads of School and other management, parents/guardians and learners regarding the outcomes and recommendations in terms of Learning Support.
- Learner referrals made by teachers or parents/guardians are acted upon within a reasonable period of time.
 - Individual Support Plan (ISP) targets met.
 - Achievement, Progress and Attitude Grades and comment as expressed through the School report system.
 - Achievements in all formative and summative assessments.
 - The numbers and patterns of learners referred for Learning Support.
 - The range of needs addressed and the range of support put in place.
 - The involvement of teachers and outside agencies.
 - The status of the ASN register Progress made on Learning Support targets agreed with the learner.
 - Progress made against progress scores and/or other tests.
 - The effectiveness of INSET/Professional learning delivered and of lesson observations and feedback.
 - Records of meetings.

- Records of any complaints and how these were resolved.
- Records of exam/test results with learners.
- Comparison of exam/test results before and after Learning Support interventions.
- Analysis of summative assessments results of learners who have received support.
- The effectiveness of provision plans and any need for further support.

iii) It is noted that given that teaching and learning is a matter for the whole school, it is not always possible to quantifiably measure learners' progress resulting from support provided from Learning Support.

11. INDEPENDENT SUPPORT ASSISTANTS

i) Lüderitz Blue School employs Teaching Assistants (TA). As far as possible, all children should have equal access to this additional support.

ii) If a learner requires significantly more support than other learners, then parents/guardians may be required to appoint a full/part-time ISA at their own expense.

iii) Senior Management and Class Teachers will liaise regularly with the ISA and parents/guardians to ensure appropriate support is in place.

12. A NOTE ON INVOLVEMENT AND ROLE OF PARENTS/GUARDIANS

i) In line with the school's Open Door Policy, parents/guardians are closely consulted regarding their child's needs at all stages.

ii) Parents/guardians are kept fully informed of concerns, recommendations and outcomes by email, telephone consultations and meetings.

iii) Parents/guardians play a key role in enabling their children to achieve their potential. parents/guardians are responsible for:

- Informing the School about any specific needs their children may have upon entering the School, and providing copies of formal assessments written by educational psychologists, specialist teachers or other professionals
- Requesting assessment as they feel to be necessary
- Allowing initial assessment to take place within the School to establish the possible existence of learning difficulties
- Encouraging their children with activities to promote learning, such as keeping a reading diary, writing a holiday journal, study skills, checking the prep diary
- Participating in sympathetic and positive discussion in relation to their children's difficulties, attainment and progress

13. NOTE ON INVOLVEMENT OF LEARNERS IN THEIR LEARNING

- i) At Lüderitz Blue School, we have high expectations of all our learners and, where appropriate, we encourage our learners to take responsibility for their learning.
- ii) As far as possible, depending on the individual, we aim to keep learners involved in identifying areas for support and in agreeing targets.
- iii) Following exit from direct LS provision, learners' progress is monitored and they may be invited for reviews with their Heads of Section to review their own progress.

14. RESPONSIBILITY FOR COORDINATION AND MONITORING OF LEARNING SUPPORT PROVISION

- i) The Head/s of the Primary and Secondary School are responsible for the oversight of the LS provision. At present, these roles may also be considered 'Acting SENCO'.
- ii) This includes the provision of EAL, and includes monitoring and evaluating the progress and needs of learners with LS/EAL.
- iii) Responsibilities include, but are not limited to:
 - Learning Support
 - Overseeing the implementation of the School's Learning Support policy
 - Coordinating provision and monitoring support plans (where used) for learners with Learning Support needs
 - Assisting in the development, monitoring and evaluation of the Learning Support Policy
 - Contributing to the professional learning of staff in relation to Learning Support
 - Liaising with parents/guardians of learners with Learning Support
 - Liaising outside agencies
 - Maintaining a central record of all learners with Learning Support
 - EAL
 - Overseeing the operation of the School's Learning Support policy in terms of EAL
 - Coordinating provision and monitoring support plans for learners with EAL
 - Assisting in the development, monitoring and evaluation of the Learning Support Policy regarding EAL matters
 - Contributing to the in-service training of staff in relation to EAL
 - Liaising with parents/guardians of learners with EAL, when appropriate
 - Liaising with the Head of School and outside agencies
 - Maintaining a central record of all learners with EAL

15. RESPONSIBILITIES OF TEACHING STAFF

Teachers are responsible for:

- Being vigilant for learners who might appear to have a learning difficulty or disability
- Supporting learners in class who have Learning Support needs or EAL
- Planning differentiation and scaffolded lessons for second language learners
- Liaising with their Head of Sections about any concerns, as well as progress.
- Development and delivery of Support Plans where applicable

16. NOTE ON PRIVATE TUITION

- i) Parents/guardians who wish to arrange their own tuition outside of school are welcome to make their own arrangements.
- ii) However, they should endeavour to ensure the school is given copies of all reports received.
- iii) Parents/guardians should try to ensure that such tuition does not conflict with the school curriculum.
- iv) If parents/guardians wish to arrange private tuition for their child from a member of school staff, this is done at the discretion of the Head/s of School.
- v) It is forbidden to receive private tuition from a child's Class Teacher.

Written: 11.05.24

Written by: CB

Reviewed by: Marnie Allen

Next review due: July 2025