



Lüderitz Blue School Learning Support Policy (Including EAL)

1. SCHOOL STATEMENT

- i) In alignment with our School Values and Mission, Lüderitz Blue School is dedicated to fostering an inclusive environment that addresses the needs of all learners, including those requiring educational support.
- ii) The school focuses on developing each learner's strengths and aims to equip them with strategies to overcome learning barriers, facilitating their full academic, social, and emotional potential.
- iii) By making reasonable adjustments within the school's resources, we strive to help every learner achieve this potential.
- iv) We believe that all learners should have equitable access to the curriculum and be represented in the selection of resources and activities provided.
- v) This policy is designed to guide teaching and learning across the school and ensure that 'Learning Support' provisions are established for learners with additional educational needs.
- vi) The term 'Learning Support' (LS) encompasses any needs that may hinder learning, including English as an Additional Language (EAL).
- vii) Understanding and addressing the needs of all learners is a shared responsibility of all staff and school leadership. In our commitment to an inclusive approach, every teacher is considered a teacher of Learning Support (including EAL).

2. SCOPE OF POLICY

- i) This policy is applicable to all members of the school community.
- ii) It pertains to all registered learners in the following contexts:
 - during school hours
 - while participating in school-organised or related activities
 - during travel to or from school
 - when identifiable as a learner at the school (e.g., in uniform or online).
- iii) This policy should be read alongside our other school policies, particularly our SEND Policy.

3. AIMS OF LEARNING SUPPORT POLICY

- i) To ensure good practices align with current legislation and create a fully supportive, inclusive learning environment.
- ii) To identify learners with support needs at the earliest opportunity and proactively meet their requirements.
- iii) To prevent discrimination against any learner based on their learning support needs.
- iv) To take reasonable steps to guarantee equal access to learning for all, regardless of support needs.
- v) To ensure all teachers are informed of each learner's needs, promoting shared responsibility among staff.
- vi) To maintain comprehensive records for learners that include information about their support needs, interventions provided, and outcomes.
- vii) To conduct regular, purposeful reviews of learner progress.
- viii) To collaborate with learners and their parents/guardians.
- ix) To involve learners in decision-making regarding interventions and action targets.
- x) To offer ongoing professional learning opportunities for teachers, equipping them to support learners effectively.

4. NOTE ON ADMISSIONS

- i) Lüderitz Blue School is an inclusive institution.
- ii) We accept applications from learners with support needs, learning difficulties, and disabilities who are likely to benefit from our educational offerings.
- iii) As part of the Admissions Procedure, all learners must attend a Trial Day, allowing them to interact with teachers and peers while participating in normal activities and clubs.
- iv) During the Trial Day, learners will also undergo an external Aptitude Test, along with informal assessments and interviews with teaching staff.
- v) For comprehensive details on the Applications process, please refer to the school Admissions Policy.
- vi) The school is committed to making reasonable accommodations for the Trial Day when parents/guardians or previous schools provide evidence of need, such as reports from educational psychologists, specialist teachers, or medical professionals.
- vii) Parents/guardians are responsible for informing the school of any specific learning needs their child has upon enrollment and for submitting any relevant assessment reports.
- viii) Such reports may help determine if the school can adequately support a child with specific difficulties.
- ix) Lüderitz Blue School is committed to ensuring every child thrives. We will not offer a place to a child if we believe we cannot meet their needs effectively and provide optimal educational opportunities.

5. DEFINITION OF LEARNING SUPPORT NEEDS

- i) A learner is identified as needing 'Learning Support' when they experience a 'learning challenge' requiring special educational provision.
- ii) Additional support needs may include, but are not limited to:
 - Significantly greater difficulty in learning than peers of similar age
 - Learning challenges
 - Long-term absences
 - Gaps in learning
 - English as an Additional Language
 - Social, emotional, and behavioural difficulties

- iii) It is acknowledged that mild specific learning difficulties do not necessarily equate to a broader learning difficulty.
- iv) Lüderitz Blue School recognizes that learners with specific learning difficulties may, at various stages, require support to enhance their learning skills within our educational context.

6. ARRANGEMENTS FOR COORDINATION OF LEARNING SUPPORT

- i) Lüderitz Blue School is committed to providing adequate teaching and pastoral support for learners with Learning Support needs.
- ii) All staff members are expected to be aware of the learning and pastoral needs of every learner they teach and to make every effort to meet those needs.
- iii) Individual learners' needs should be identified in lesson planning, demonstrating awareness and adaptation for specific needs.
- iv) Teachers are encouraged to refer to Learning Support information available from their Heads of Section/School or secure school systems to stay informed about learners' needs and recommendations for support.
- v) The school aims to tailor responses to match each learner's level of need:
 - The lowest level of need involves Heads of Section providing guidance and resources to class teachers.
 - The next level involves support from Senior Management, either in class or small groups.
 - The highest level entails intensive support from specialised staff, in small groups or on a 1:1 basis, including the potential introduction of Individual Support Assistants (ISAs).
- vi) Learners are encouraged to take an active role in managing their learning and to set high standards for themselves.
- vii) Parents/guardians are involved in decision-making and kept fully informed about recommendations, actions, and interventions through emails, phone consultations, and meetings.
- viii) Lüderitz Blue School will provide tailored interventions and provisions to support learners with Learning Support needs. This may include, but is not limited to:
 - Establishing trusting, positive relationships
 - Differentiation and in-class support
 - Team teaching
 - Small group and 1:1 withdrawal
 - Discrete EAL teaching
 - Learner Information Management

- Access arrangements for assessments
- Support and advice for teachers
- Liaison with ISAs
- Professional learning opportunities for teachers
- Communication with parents/guardians
- A dedicated calming area for learners
- Proactive management plans
- Individual Support Plans (ISPs)
- In-school resources
- Parental involvement and workshops

ix) Parents/guardians hold the overall responsibility for decisions regarding the management and provision of their child's learning support needs.

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

i) English as an Additional Language (EAL) refers to a learner's first language being any language other than English, which they were exposed to during early development and continue to encounter at home or in the community.

ii) Most learners at Lüderitz Blue School have English as a Second or Additional Language. EAL learners are defined as those who are not yet proficient in English.

iii) The school is dedicated to providing appropriate teaching and pastoral support for learners for whom English is an additional language.

iv) We aim to ensure that all EAL learners can use English competently and confidently to access the full curriculum and participate in school life.

v) The school recognizes the diverse backgrounds of our EAL learners and values the multilingualism they bring to our community. All staff share the responsibility of identifying and removing barriers to EAL learners' learning and success.

vi) Staff members are expected to be aware of the needs of all learners they teach, including those identified as EAL, and to make efforts to meet these needs.

vii) Individual needs should be recognized in lesson planning, reflecting knowledge or adaptation for specific learners, including those identified as EAL.

viii) Staff will provide additional support for learners whose primary language is not English and who require extra assistance. For further information, please refer to the arrangements for coordinating the provision of EAL.

8. ARRANGEMENTS FOR COORDINATING THE PROVISION OF EAL

- i) EAL support/intervention is supplementary to, or distinct from, the general educational provision for children of their age in schools.
- ii) Class teachers are expected to refer to EAL information and advice to remain informed about learners' needs and recommendations for support.
- iii) Learners are encouraged to take an active role in managing their learning and setting high standards to overcome barriers.
- iv) Parents/guardians are involved in decision-making and kept fully informed about recommendations, actions, and interventions.
- v) Where possible, EAL instruction is provided on an individual basis, catering to their specific learning level rather than in larger groups. This approach aims to address individual learner needs within their English learning journey.
- vi) EAL sessions focus on curriculum content and key English skills, with class teachers expected to incorporate EAL provision into their lesson planning.
- vii) Learners will discontinue EAL provision when:
 - They have reached an acceptable level of progress, as determined through assessments and reviews.
 - The class teacher confirms the learner can hold conversations in English and access curriculum content independently.
 - The learner demonstrates the ability to cope with curriculum content with minimal or no additional support.
 - They show significant progress in attainment levels during in-class assessments.
- viii) Learners meeting the criteria to exit EAL sessions will continue to receive in-class support as needed.

9. LEARNING SUPPORT REFERRAL PROCEDURE

- i) For pastoral, behavioural, and attainment support or intervention:
 - Learners may be referred during Admissions by the Admissions team or observing teachers (e.g., after the Trial Day).
 - Referrals can also occur during learner progress reviews.
 - Primary Class Teachers may express concerns to their Head of Section and seek strategies from them and parents/guardians.
 - If necessary, the Head of Section may recommend further action, including a referral to the Senior Leadership Team or assessment by specialist staff.
- ii) For EAL support or intervention:

- Class teachers may raise concerns about a learner's language proficiency with the Head of Section.
- EAL support is offered in response to identified needs, ensuring parents/guardians are informed of any interventions.

10. POLICY REVIEW AND MONITORING

- i) This policy will be reviewed regularly to ensure its effectiveness.
- ii) The policy will be monitored through lesson observations, review meetings, and learner progress evaluations, with the input of all stakeholders, including parents/guardians.

Written/Reviewed: Senior Management, 2024

Next Review Due: June 2025