



AL BASMA BRITISH SCHOOL

Policy: Learner Support

Approved/reviewed by	
Governors/Head of Centre	
Date of next review:	September 2024

This plan is reviewed annually to ensure compliance with current regulations.

Introduction

Al Basma British School is committed to providing a high-quality education that supports the individual development needs of all learners. We recognise that each student is unique and may require various forms of support to excel academically, emotionally, and socially. This policy outlines our approach to learner support and individual development to ensure that every student reaches their full potential. To be used in conjunction with the SEN and G&T Policy.

Principles

Our learner support and individual development policy is guided by the following principles:

Inclusivity: We are dedicated to creating an inclusive learning environment where every student, regardless of their abilities, needs, or backgrounds, feels valued and supported.

Individualisation: We recognise that each student has unique learning needs and will tailor our support to meet those needs.

Early Intervention: We believe in early identification and intervention to address any learning challenges or additional needs that students may have.

Collaboration: We promote a collaborative approach involving teachers, parents/guardians, support staff, and external professionals to ensure the best outcomes for our students.

Transparency: We aim to maintain open and transparent communication with parents/guardians regarding their child's progress, needs, and support plans.

Identification of Individual Development Needs

Screening and Assessment: To identify individual development needs, we will use a variety of screening tools, assessments, and observations. These may include standardised tests, teacher evaluations, and input from parents/guardians.

Early Intervention: When a potential need is identified, we will take immediate steps to implement early interventions and support strategies.

Individualised Education Plans (IEPs): For students with significant developmental needs, we will develop and implement Individualised Education Plans (IEPs) in collaboration with parents/guardians and relevant specialists.

Provision of Support

Differentiated Instruction: Teachers will differentiate instruction to accommodate various learning styles and abilities within the classroom.

Learning Support Specialists: Al Basma British School work alongside learning support specialists to work with students requiring additional assistance. These specialists will collaborate closely with classroom teachers.

Counseling Services: We will provide counseling services to support students' emotional and social development.

External Resources: In cases where specialised support is needed beyond what the school can provide, we will collaborate with external professionals and agencies.

Review and Evaluation

Regular Review: The effectiveness of individual development plans and support strategies will be regularly reviewed to ensure they meet the changing needs of students.

Parent Involvement: Parents/guardians will be actively involved in the review process and will have the opportunity to provide feedback and insights into their child's progress.

Continuous Improvement: We will continuously improve our learner support and individual development strategies based on ongoing evaluation and feedback.

Accessibility and Communication

Accessibility: We will ensure that our facilities and learning materials are accessible to all students, including those with physical disabilities.

Communication: Parents/guardians will receive regular updates on their child's progress and will be encouraged to communicate with teachers and support staff as needed.

Conclusion

Al Basma British School is dedicated to providing a supportive and inclusive learning environment that fosters the individual development needs of all students. This policy will be regularly reviewed and updated to reflect best practices and evolving needs within our school community.