: Learners Today.. Leaders Tomorrow :

The Gulf English School

Learning Support Policy

Date: Jan 2026

Author: Leadership Team

Adoption / Review	Committee	Lead Personnel	Review Date:
January 2023	LT	LT	Jan 2026

This policy applies across all campuses:
GES Gharafa (Infants, Juniors, and Secondary)
GES Bin Omran

Responsible, **R**espectful, **R**esilience

Our Vision

We aim to develop a responsible, respectful, resilient school community, supporting the highest level of personal achievement in a changing modern intercultural world.

V1	We aim to develop a responsible, respectful, resilient school community,
V2	supporting the highest level of personal achievement
V3	in a changing modern intercultural world.

Mission Statements

M1	We provide a high-quality education, focusing on skills, knowledge and application, enabling our community to strive and achieve excellence
M2	We aim to develop a culture of life-long learning, independence, ambition, which is continuously demonstrated by our community.
M3	Our community promotes diversity and global citizenship where individual differences are understood and celebrated.
M4	To drive the development of creative skills and critical awareness in our students.
M5	Our school community provides a safe, supportive, and stimulating learning environment that focusses on the well-being of all
M6	We aim to integrate the use of technology on a day-to-day basis to enhance our teaching and learning.

Our Core Values: The 3 R's

- ✓ **Responsible:** Driven, Ambitious, Achiever
- ✓ **Respectful:** Empathy, supportive, caring, diversity
- ✓ **Resilient:** Risk takers, empowered, committed

Aims

At The Gulf English School, we support all our students throughout their education at the school, from pre-school through to the end of Secondary School. The aims of the learning support provision are to enable learners who are not at expected age group levels to have the opportunity for more focused intervention, primarily in the areas of English (literacy) and Mathematics (numeracy) in order for them to catch up and be working in mainstream classes at expected levels. The learning support provision in the school allows us to meet the demands of an increasing school size and develop and improve the level and quality of support we can provide for identified students in the school.

The exact nature of learning support differs for each student and for different age ranges. The support takes more specific forms according to the age and year a student is supported.

In the Infants school and in early years' students will be helped with their fine motor skills and their basic skills of number, word and letter recognition. The aim here is to allow that individual student to access the curriculum and work alongside their peers. Specialist assistants support the students.

In KS2 the emphasis is on the catch up of previously un-secured basic skills of phonics, decoding, handwriting, number concepts as well as supporting students with the literacy and numeracy work that is expected of their year group.

In KS3 the emphasis moves to supporting the more difficult subject coverage; specifically, in English and Mathematics. Students receive additional support for English and/or Mathematics. An identified learning support teacher works with the students to help them with their learning in these areas.

Students often need support in terms of organisation, homework, time-management. In some cases, students will also receive additional support from the school counsellor to help with specific emotional and behavioural issues.

The expected recommendation for learning support provision is one academic year, and parents are encouraged to see the benefits of their child being supported over this period as it allows the support teacher to get to know and understand and then work with each individual students' specific needs.

Our essential philosophy that underpins our approach to learning support at the school is that we work closely with parents, teachers and the student to support them with the work that they are asked to undertake at the school. Where we do not have the specific specialist expertise to support an individual, we will refer to an outside agency for more specific advice and guidance and practical support.

As we develop our Learning Support Programme we aim to continuously improve the support we provide in order for all students to achieve their best.

The Policy links with the other whole school policies that share the following aims:

- To have high expectations and suitable targets for each child
- To continue the development of inclusive principles and ethos
- To have systems that identify early the learning needs of all students

- To be an integral part of the teaching and learning process
- To guide the development of a curriculum to meet specific individual needs
- To have regard to the Safeguarding of all GES students which link with other school policies including Child Protection, Health & Safety and Anti-Bullying
- To work closely with teaching staff, collaborating with planning, target setting and teaching and learning strategies

Inclusive Principles:

- All teachers are teachers of students with learning needs and have a responsibility to meet those needs through engagement in class with the full range of learners in a class, differentiation of all class and homework to meet the needs of the full range of learners and using assessment tasks and strategies that include the full learning range of learners.
- Curriculum and delivery reflect the learning needs and preferred learning style of the students.

Actions to meet Learning Support students' needs within mainstream classes falls into four broad strands:

- Assessment, Planning and Review
- Grouping for teaching purposes
- Additional human resources, i.e. allocating teaching assistants for in class support.
- Curriculum and Teaching Methods

Identification of Additional Need and the Referral Process

Learning Support for an individual student starts with early identification of learning needs. A student is referred either by a class teacher, or on the basis of in-school assessments. The student is then observed/assessed and can be recommended for support. Parents will be invited to meet with the SENCo/Deputy Head teacher and teachers to discuss and agree the nature of support and, if in agreement with the school fees that are charged for additional learning support.

Students will be referred for Learning Support assessment in the case of:

- Internal formal and informal assessments, e.g. STAR reading test scores, STAR math test scores, monthly internal assessment tasks, students' handwriting styles, spelling errors or reading miscues
- Teacher assessments of National Curriculum levels
- Teacher concerns raised throughout the course of an academic year based on knowledge of a student's performance in mainstream classroom learning

Learning Support and Academic Probation

Students are tracked at all ages and stages in the school. This tracking allows for early identification of under-performance by a student in relation to the age-expectations for a specific year group. If a student is not attaining expected levels, they may be placed on Academic Probation. A condition of this is that parents are asked to agree to the offer of learning support. The learning support aims to help that student reach the expected levels for the particular academic year group. The Academic Probation

contract clearly states the need for learning support to be provided. When parents do not agree to the offer of learning support their child is placed on Academic Probation, which states that the responsibility lies with the parents to ensure that their child meets the end of year expectations.

Students who are receiving learning support are usually, by definition, performing below expected levels in a particular academic year. As a result, their re- registration may be blocked for the following Academic Year if they have not met age-level expectations at the time of re-registration in the school year. Their performance against expected levels will continue to be monitored following the re-registration calendar date and those who reach expected levels will have their registration unblocked. The review windows for unblocking registration are at the end of each term following the termly reports.

Students who are not meeting the expected levels for an academic year will be clearly identified. Parents will be asked to attend a meeting with the Deputy Head teachers at the school and the information will be clearly presented to parents. At this stage the following main options will be discussed:

1. Agreement that their child needs to repeat the current academic year that they are registered for.
2. A continuation of Academic Probation into the following Academic Year, should the appropriate learning support provision be agreed.
3. The need for the parents to register their child for another school.

The final decision rests with the school.

Further Referrals:

In some cases, the school may not be able to meet the full range of learning need as presented by an individual. In such cases a referral to external providers will be made. Parents will be invited to meet with the Deputy Head teacher of the relevant school, to discuss the assessment process and understand the additional fees that will be incurred.

Parents can either seek out external support themselves or can consent to a referral to our suggested providers. Parents are then asked to sign a referral form once consent have been given. Thereafter the external provider will contact the parents to conduct an assessment of the student and make recommendations in a formal report for the school to use in order to support that student's individual needs. The suggestions in the report will be shared with staff working with the student.

Strategies for the Teaching and Learning in Learning Support

A whole range of strategies are used for T&L in Learning Support, and it is important that each learning support teacher is allowed to adapt strategies according to the needs of individuals and for supported groups.

Support with English Language:
In English support we aim to support the following areas:

Reading Skills
Reading interventions are delivered through a structured, stage-appropriate approach across the school:

- EYFS: Reading development is supported through the Read Write Inc. (RWI) phonics programme, delivered through focused small group sessions using a systematic and synthetic approach. This is complemented by guided reading books to build early reading confidence and fluency.

- Key Stage 1 (KS1): Students continue with the RWI phonics and reading programme, supported by targeted phonics groups, guided reading books, and Bug Club, which also supports the development and assessment of comprehension skills.

- Key Stage 2 (KS2): Students requiring additional support are identified and provided with targeted reading interventions, including guided reading and the RWI Fresh Start programme, to strengthen reading fluency, comprehension, and language development.

- Key Stage 3 (KS3): Students who need further support continue with the RWI Fresh Start programme, focusing on improving reading accuracy, fluency, and broader language skills to enable full access to the curriculum.

Writing (including Handwriting), Spelling and Grammar
Support is provided through targeted and focused tasks during intervention sessions addressing specific areas of need.

Mathematics
The school's Mathematics Policy is followed across all Key Stages. Students identified on the Learning Support Register receive targeted support to address gaps in learning, improve mathematical skills and enable them to access the mainstream curriculum with greater confidence and independence.

- EYFS: Practical, play-based support focusing on early number skills, counting, patterns, shapes and mathematical language, adapted to individual needs.

- Key Stage 1: Targeted individual or small-group intervention focusing on number recognition, place value, counting, basic calculation and mathematical vocabulary, supported by practical and visual resources.

- Key Stage 2: Personalised programmes addressing identified gaps in number, place value, the four operations, fractions, measures and mathematical reasoning, reinforcing classroom learning.

- Key Stage 3: Targeted intervention strengthening number, calculations, fractions, decimals, percentages, measures and problem-solving to support access to the KS3 curriculum.

Across all Key Stages, Mathematics Learning Support is delivered in the same way as the English Learning Support Programme, allowing students to work on a personalised programme within a smaller-group setting to improve their Mathematics skills. Provision complements mainstream classroom teaching and is regularly reviewed to monitor progress and adjust support according to individual need.

Special Arrangements for Internal and External Assessments

The school is committed to ensuring that students with identified learning needs are appropriately supported during assessments. Access arrangements are determined according to individual need, the student's normal way of working, supporting evidence and the relevant assessment or examination guidelines.

KS1 & KS2

- Students may complete assessments in smaller groups or on a 1:1 basis with a support teacher, according to individual need.
- Reading support for instructions may be provided where appropriate.
- Students may be given additional time to complete formal assessments where appropriate and in line with relevant assessment guidelines and their normal way of working.

KS3

- Students with a current external assessment or report may be eligible for 25% additional time, where this is supported by their identified needs and the school's assessment arrangements.
- Students receiving Learning Support may be provided with additional time of up to 10% for internal assessments, as agreed by Departmental Subject Leaders and in line with the school's KS3 Assessment Guidelines.
- Depending on individual need, assessments may be completed in a smaller group or on a 1:1 basis with an appropriate member of staff.

KS4 & KS5

- Students identified as potentially requiring examination access arrangements will be assessed and evaluated by an appropriately qualified professional, such as an Educational Psychologist or approved external assessment centre.
- Assessments and supporting evidence must be completed in sufficient time for the relevant application to the examination board to be submitted and considered.
- Access arrangements will be provided where they have been approved and are permitted under the regulations of the relevant awarding body.
- Students will receive the appropriate approved arrangements for their examinations according to their assessed individual needs and examination-board requirements. These may include additional time, supervised rest breaks, a reader, scribe, or separate/smaller-room accommodation.

Roles and Responsibilities for Special Educational Needs

The staff member overseeing Learning Support provision, together with the Deputy Headteacher**,** is responsible for ensuring that students with SEND and additional learning needs receive appropriate and effective support.

Responsibilities include:

- Overseeing and reviewing Learning Support provision and student progress.
- Communicating students' needs, recommended strategies and interventions to relevant staff.
- Supporting Learning Support Teachers and classroom staff with appropriate resources, strategies and reasonable adjustments.
- Liaising with parents, staff and external professionals**,** where appropriate.
- Identifying and providing relevant SEND and Learning Support CPD**.**
- Ensuring provision is regularly reviewed and adapted as students' needs, progress and independence develop.

Responsibility of Department Heads

All Department Heads have a responsibility to know if any student undertaking a course in their subject area has a special educational need.

Regular coordination meetings with the relevant Deputy Headteachers take place to ensure the correct and effective provision for any student with additional educational needs is being met in normal classroom practice.

In addition, Heads of Department must work closely with the Deputy Head teachers/SENCo as well as the exams officer to ensure all-inclusive access arrangements are fully in place for internal academic work, including internal assessments and ensure all access arrangements are in place for all external assessments taken by these students.

Responsibilities of Teachers

All teachers have a responsibility to support students with SEND and additional learning needs and ensure they can access and participate effectively in learning.

Teachers are expected to:

- Be aware of students in their classes who receive Learning Support and understand their individual needs.
- Liaise regularly with Learning Support staff to ensure planning, teaching and interventions meet students' needs.
- Monitor and remain aware of the progress and development of students receiving support.
- Understand potential barriers to learning and use appropriate strategies to address them.
- Differentiate and scaffold teaching, tasks and resources to meet individual needs while maintaining appropriate learning objectives.
- Make effective use of technology and other appropriate resources to reduce or remove barriers to learning.

Overall oversight of Learning Support and SEND provision will be led by the Deputy Headteacher, in collaboration with the staff member responsible for overseeing Learning Support provision.

Education Planning

The Learning Support Department works on the principle that, with appropriate intervention, strategies and support, most students with additional learning needs can be successfully included in mainstream education and continue to make progress.

The department aims to ensure that students with identified learning needs are supported to achieve their individual academic goals and have the best possible opportunity to succeed at GES and beyond.

Each student receiving Learning Support is provided with an Individual Education Plan (IEP), which:

- Identifies the student's individual needs, targets and appropriate support strategies.
- Is shared electronically with parents through the parent portal and made available to relevant class and subject teachers.
- Is adapted as necessary in response to the student's progress and changing needs.
- Is formally reviewed and updated following each assessment period, usually once per term.
- Is shared with parents and relevant teachers following each review to ensure a consistent and collaborative approach to supporting the student.

Assessment and Reporting
At The Gulf English School, we recognise the importance of purposeful assessment as an integral part of the teaching and learning process. Assessment enables us to identify individual needs, monitor progress and adapt teaching and learning accordingly.

Students receiving learning support will also receive a termly written report from their Learning Support Teacher. This report will outline the targets the student has been working towards and provide an update on the progress made against these targets.

The Learning Support Teacher will work closely with class and subject teachers to monitor each student's progress across the curriculum and ensure that appropriate support and strategies are in place to help them achieve their individual targets.

Resources
A wide range of resources is available to support staff in the planning and delivery of learning support across the school. Resources are selected according to the needs of individual students and the interventions being delivered.
Across all Key Stages, appropriate learning support resources are available within each school and can be accessed by staff as required.

Time Allocation – sessions per week
- Four periods of learning support provision per week.

Roles and Responsibilities

Learning Support Teachers
Each Learning Support Teacher is responsible for:
- Providing targeted support to students who have been identified as requiring learning support and for whom support has been agreed.
- Maintaining accurate records of the learning support sessions and interventions provided to each student.
- Developing, reviewing and updating an **Individual Education Plan (IEP)** for each student receiving learning support.
- Liaising regularly with class teachers, subject teachers, the SENCo, Deputy Heads, Year Leaders and Learning Coordinators regarding the needs, progress and any concerns relating to the students they support.
- Monitoring and reporting on students' individual targets, attainment and progress each term.
- Referring students who may require additional or further support in accordance with the school's referral procedures.
- Maintaining regular communication with relevant staff to ensure appropriate strategies and interventions are being implemented.
- Keeping their professional knowledge and practice up to date through relevant CPD and training.

Year Leaders / Learning Coordinators
Year Leaders and Learning Coordinators are responsible for:
- Liaising with class and subject teachers to support the identification of students who may require learning support.

- Monitoring the progress of students receiving learning support within their year group.
- Following up on concerns raised by teachers and ensuring that referrals are appropriately actioned.
- Working with Learning Support Teachers and relevant leaders to review the effectiveness of support and interventions provided.

Learning Support Leadership and Management
Deputy Headteachers
Deputy Headteachers is responsible for:

- Monitoring the quality of teaching, learning and intervention provided by Learning Support Teachers within their respective schools.
- Ensuring that students requiring additional support are appropriately identified, prioritised and provided with suitable learning support.
- Meeting with parents to discuss and agree learning support arrangements at the beginning of the academic year and, where necessary, throughout the year.
- Ensuring that Learning Support Teachers formally report on the progress of supported students each term.
- Ensuring regular and effective communication between Learning Support Teachers and parents regarding the nature of the support being provided and the student's progress.
- Identifying and providing relevant CPD to support staff in meeting the needs of learners.
- Maintaining an overview of the academic progress and outcomes of students receiving learning support within each school.
- Reporting significant concerns or issues relating to learning support to the School Extended Leadership Team and ensuring that agreed actions are followed up and implemented.

Policy Disclaimer

This Learning Support Policy should be read in conjunction with The Gulf English School's

- Curriculum Policy
- Teaching and Learning Policy
- Assessment and Reporting Policy

Together, these policies provide the framework for ensuring that all students receive appropriate, inclusive and effective teaching, assessment and support to meet their individual learning needs.

Where appropriate, this policy should also be considered alongside any other relevant school policies, procedures and statutory requirements.