



Newton International Academy, Barwa

Student Support Services Policy

*An International Community of
Learners, Striving for Excellence and
Celebrating Success*



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**

Vision

An international community of learners striving for excellence and celebrating success.

Mission

We aim to provide the highest quality of education possible for our students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills, and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting, and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents, and the wider community to achieve our vision.

Rationale

At Newton International Academy Barwa, we recognise that each student is unique and may require varying levels of support to succeed. Our commitment to inclusivity and excellence drives us to implement comprehensive support services that cater to the diverse needs of our student population, including those with special educational needs and disabilities (SEND), English as an Additional Language (EAL) needs, and emotional well-being.

Aim

The aim of this policy is to outline the support services available to students, ensuring that all students receive the necessary assistance to thrive academically and personally. We will achieve this through structured support mechanisms, effective communication with parents, and continuous evaluation of our practises.

Support Services Overview

Our Student Support Services encompass a range of academic and pastoral support mechanisms, including:

Newton Group Values:

 Support	 Honesty	 Respect	 Transparent Communication	 Social Responsibility	 Personal Accountability	 Environmental Awareness	 Empathy	 Diversity
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- **After School Academic Support (ECAs):**

We offer a variety of extracurricular academic support sessions after school, including tutoring in core subjects, homework clubs, and revision workshops. These sessions are designed to provide additional assistance to students who may need extra help or wish to enhance their understanding of the curriculum.

- **EAL Classes:**

English as an Additional Language (EAL) classes are provided for students whose command of English prevents them to access the curriculum successfully. These classes focus on improving language proficiency to help students integrate smoothly into the academic environment and enhance their communication skills.

- **SEND Support:**

Our SEND support services include tailored interventions for students with identified learning difficulties or disabilities. This support is delivered by trained staff and may include one-on-one support, small group sessions, and access to assistive technology. Regular assessments will be conducted to evaluate the effectiveness of the support provided.

- **Cause for Concern Meetings with Parents:**

Termly meetings will be held with parents to discuss any concerns regarding their child's academic or social-emotional progress. These meetings aim to foster collaboration between parents and school staff, ensuring that appropriate support strategies are in place.

- **Student Counsellor Support:**

A qualified student counsellor is available to provide emotional support and guidance to students facing personal challenges. Students can access counselling services confidentially, and the counsellor will work collaboratively with the pastoral team to address any concerns.

- **Designated Safeguarding Lead (DSL) Support:**

Our DSL is responsible for ensuring the safety and well-being of all students. The DSL will provide support and guidance to students who may be experiencing safeguarding issues, ensuring that appropriate actions are taken in line with school policies.



- **Pastoral Team Support:**

The pastoral team is dedicated to promoting students' overall well-being and academic success. They provide guidance on personal development, behaviour management, and social skills, ensuring that students feel supported throughout their educational journey

Clear Definitions of Roles and Responsibilities

- **Staff Roles:**

- Clearly define the roles of all staff involved in student support. This includes outlining the responsibilities of the Designated Safeguarding Lead (DSL), Teaching Assistants (TAs), Personal Learning Assistants (PLAs), and pastoral staff. Each role should have a clear description of duties, ensuring that everyone understands their contributions to student support.

- **Student Roles:**

- Outline expectations for students regarding their participation in support services. Students should be encouraged to take an active role in their learning by seeking help when needed and engaging with the support provided. This fosters a sense of responsibility and ownership over their educational journey.

Health and Well-being Support

- **Mental Health Initiatives:**

- Detail specific mental health initiatives and programmes available to students, such as workshops on stress management, peer support groups, and access to mental health professionals. This section should also outline how the school will promote mental health awareness and reduce stigma associated with mental health issues.

- **Physical Health Support:**

- Include provisions for health education, first aid training, and care for chronic conditions. This ensures that students receive appropriate support for their physical health needs and are educated about healthy lifestyle choices.

Inclusion and Diversity

- **Cultural Sensitivity:**

- Provide guidelines on how to support students from diverse cultural backgrounds. This includes offering language support, accommodating dietary needs, and respecting religious practises. Staff training on cultural competency will be essential to ensure that all students feel valued and understood.



- **Equity and Access:**

- Ensure that the policy addresses how support services will be equitable and accessible to all students, including those with SEND, EAL needs, and other specific requirements. This may involve differentiated teaching strategies, flexible assessment methods, and targeted interventions.

Data Protection and Confidentiality

- **Confidentiality Protocols:**

- We are maintaining confidentiality regarding student information, particularly in relation to safeguarding and health issues. Student data are be collected, stored, and shared, ensuring compliance with data protection regulations.

Assessment and Feedback

- **Feedback from Assessments:**

- Regular feedback will be provided to students on their assessments to help them understand their strengths and areas for improvement. Feedback will be tailored to meet individual needs and will include actionable steps for enhancement.

- **Assessment for Learning (AfL):**

- We will implement AfL strategies to monitor student progress continuously. This will involve formative assessments that inform teaching practises and help identify students who may require additional support.

- **Deployment of Teaching Assistants (TAs) and Personal Learning Assistants (PLAs):**

- TAs and PLAs will be strategically deployed to support students with SEND and those requiring additional assistance. Their roles will include providing targeted interventions, facilitating small group work, and assisting in the classroom to ensure all students can access the curriculum effectively.

Implementation Strategies

- **Regular Training for Staff:**

- All staff will receive ongoing training on supporting students with SEND, EAL needs, and mental health issues to ensure that they are equipped to provide effective support. This training will include best practises for inclusive teaching and strategies for engaging all learners.



- **Collaboration with External Agencies:**

- We will collaborate with external agencies, such as educational psychologists and mental health services, to provide additional support and resources for students with complex needs. This collaboration will enhance the expertise available within the school and provide comprehensive support for students.

- **Monitoring and Evaluation:**

- The effectiveness of support services will be regularly monitored through feedback from students, parents, and staff. Adjustments will be made as necessary to improve the quality of support provided. This will include setting measurable goals and evaluating progress toward those goals.

Communication with Parents and Guardians

- **Regular Updates:**

- Parents will receive regular updates on their child's progress and any support strategies being implemented. Open lines of communication will be maintained to ensure that parents feel involved in their child's education. This may include newsletters, parent-teacher conferences, and online portals for accessing student information.

- **Workshops for Parents:**

- We will offer workshops for parents on topics related to supporting their child's learning and well-being, including strategies for homework support and understanding SEND provisions. These workshops will aim to empower parents with knowledge and resources to support their children effectively.

Compliance with CIS Guidelines

- **Inclusive Practises:**

- Our support services are designed to align with CIS guidelines, ensuring that we provide an inclusive environment that respects and values diversity. We aim to foster a culture of understanding and support for all students.

- **Continuous Improvement:**

- We will engage in self-evaluation processes to assess the effectiveness of our support services and make necessary adjustments to enhance student outcomes. This will involve regular reviews of policies and practises based on feedback and changing needs.

Review and Revision Process

This policy will be reviewed annually to ensure its effectiveness and alignment with current best practises and regulations. Feedback from staff, students, and parents will be considered during the review process.

