



The British School of Lome

Wellbeing and Learning Support Department Policy and Procedure (Est. 2024)

May 2024

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The BSL WB&LS (Wellbeing and Learning Support) Policy outlines our commitment to ensuring every child has access to quality education and the necessary support to achieve their full potential, regardless of their individual abilities or challenges.

Regular updates are made to the Head of School and the Strategic Leadership Team (SLT), which includes the Head of Primary and the Head of Secondary. This is done by the Head of the Wellbeing and Learning Support Department. Inputs are made by the Head of School, the SLT and staff.

BSL Wellbeing Policy

At BSL we are committed to fostering a supportive and inclusive environment where all members of our community can thrive physically, mentally and emotionally. Our wellbeing policy reflects our dedication to promoting the holistic development of every individual within our diverse and multicultural community.

Inclusive Statement

We celebrate diversity and promote an inclusive culture where every student, regardless of background, ability or identity feels valued and respected. We provide equal opportunities for all students to participate in school activities.

Mental Health and Wellbeing Support

We prioritise the physical, mental health and wellbeing of our students and staff, offering access to pastoral care, wellbeing sessions with students, one-to-one counseling and emotional support, and other resources to foster the wellbeing of our students and staff.

We encourage students and staff to seek help when needed and provide a safe space for them to express their feelings and concerns.

Physical Wellbeing

At BSL we seek to promote healthy lifestyle choices by offering nutritious meals, regular physical activity through sports programmes, and provide access to medical facilities for any health concerns.

The implementation of safety measures to ensure the physical wellbeing of students, staff and visitors within the school premises is our priority.

Social and Emotional Learning

BSL integrates social and emotional learning into our curriculum to develop students' interpersonal skills, empathy, resilience and self-awareness.

We foster positive relationships and encourage collaboration, empathy and mutual respect among our students, staff and parents/carers.

Child Protection and Safeguarding

BSL is committed to providing a safe and secure environment for all children, adhering to rigorous child protection and safeguarding policies and procedures. All BSL Staff are well informed of this policy.

We empower students with the knowledge and skills to recognize and report any forms of abuse, bullying or harassment, ensuring prompt intervention and support.

Parental and Community Engagement

BSL recognises the importance of parental involvement in supporting students' wellbeing and we actively involve parents /carers in school activities and decision-making processes where feasible.

Continuous Improvement

We regularly review our policies and practices to ensure they remain relevant and effective in meeting the evolving needs of our students and staff.

Feedback from the BSL community is valued and we commit to implementing improvements that enhance the overall wellbeing of our school community.

Inclusive Education

At BSL we recognise and respect the unique strengths and challenges of each student and offer equal opportunities for learning and growth.

Individualised Support

We provide individualised support and differentiated instruction to meet the diverse learning needs of our students, including those with special educational needs (SEND) or learning difficulties.

This is in conjunction with the guidance given in the UK Government's Statutory Instrument: Special Educational Needs Information Regulations (Clause 63) <https://www.gov.uk/children-with-special-educational-needs> and United Nation's (unicef) Article 24 of the Convention on the Rights of Persons with Disabilities

https://www.unicef.org/eca/sites/unicef.org/eca/files/IE_summary_accessible_220917_0.pdf

This is because we wish to be broadly in line with UK and international laws and standards.



Department
for Education

Our team of experienced learning Support staff, work collaboratively with teachers, carers and external professionals to develop specialised learning plans - Individual Education/Development Plans (IEPs/IDPs), containing strategies tailored to each student's unique requirements.

Learning Support Packages (English Support)

- Individual Education/Development Plans (IEPs/IDPs) tailored to each student's needs created. This is done in collaboration with the Head of Primary/Secondary, the students and the parents
- Resources and support allocated: Teachers, materials, in-class support or pull out
- If ESL/EAL/EFL, implement Language Development Plan. This is done based on the results of the Common European Framework for Languages (CEFR)
- Link: <https://learnenglishteens.britishcouncil.org/>
- Students in secondary also follow the Cambridge Global English workbooks (7, 8, 9)
- IGCSE students in addition to resources stated above follow the IGCSE ESL course

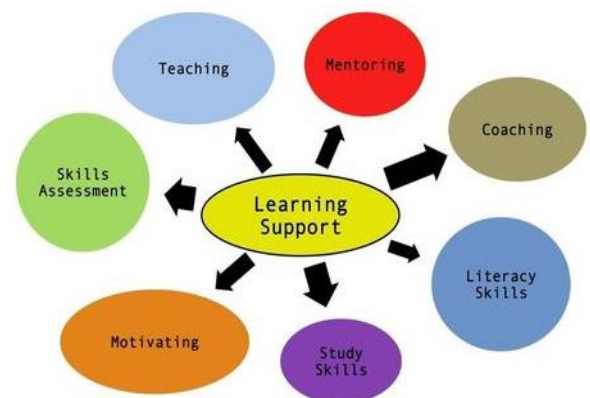


Learning Support Packages (Early Years and Primary)

- Language skills assessed (*Reading, Writing, Listening and Speaking*)
- Reading levels (Nursery - Year 6) assessed using the *Oxford Levels and Book Bands* ranging from levels 1 to 20. (www.oxfordowl.co.uk)
- Cambridge Global English 1 to 6
- Phonics - using resources from *Letters and Sounds* (<https://letters-and-sounds.com/>)
- Phonics - using resources from the UK Standards and Testing Agency (<https://www.primaryassessmentgateway.education.gov.uk>), <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>)
- Assessment Tools: I Can English Statements, The Hertfordshire Reading Test, End of Term Assessments

Learning Support Packages (Primary - Numeracy)

- Class teacher produces list of pupils needing support after assessing whole class.
- Support teacher conducts a baseline assessment using resources from Twinkl.com
- Support teacher follows scheme of work on *whiteroseeducation.com* in conjunction with resources from Twinkl.com
- Assessment Tools: End of Term Assessments



Early Intervention

We prioritise early identification and intervention for students who may require additional support. This is done via information gathering, screening using the newly introduced GL Assessments (Rapid Tests, CAT4 results, NGRTs, PASS, Progress Tests in English, Maths and Science, as well as end of term assessments). We also consider students of concern flagged by Heads of Departments and teachers.



Information and reports from previous schools during the admission process is also a key source of information.

- ✓ Our early intervention programs aim to address learning challenges proactively, providing timely support and resources to help students overcome barriers to their academic progress.

MODES OF INTERVENTION

- **WAVE 1:** This offers students an inclusive and well differentiated experience in every day lessons. Students also receive support from their form tutors each morning during home room time where any student of concern receives initial monitoring and support on an individual basis.
- **WAVE 2:** Students are placed on the Learning Support Register and receive support from the Learning Support Department. This may be in-class support, small groups or one-to-one support based on the need of the child. This may also include students with behavioral or emotional needs where one-to-one counseling is provided by a member of the Wellbeing and Learning Support Team.



Our **Gifted students** also fall in this category. The UK Department for Schools, Children and Families (DSCF) *defines* “Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities.”

The definition ‘able’ has two strands: ‘gifted’ and ‘talented’. BSL’s approach works on the basis of the following distinctions:

- Gifted is relevant to core academic subjects-
- Maths, English, Science, Humanities, ICT etc.
- Talented is a particular skill in creative arts and sports

At BSL, students in this category are catered for through normal teaching with differentiated lessons and enrichment or extension activities to promote their skills and talents further.

- **WAVE 3:** This wave caters for students with Special Educational Needs. Here, students have been assessed and diagnosed with specific learning difficulties. Where the level of support is beyond the non-core service provided by the school, support is sought from an external specialist such as an educational psychologist or a speech therapist. This is paid for by the parent in question.

Multidisciplinary Approach

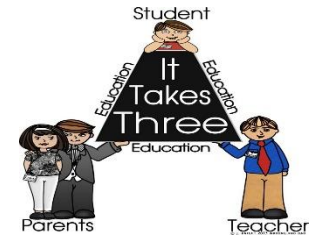
BSL adopts a multidisciplinary approach to learning support, involving a range of professionals such as educational psychologists and language and speech therapists. This is in collaboration with the school management, parents and the child in question and comes at a fee to the parents.



Parental Involvement

The role of the parent or guardian as partners in their child’s education cannot be over-emphasised.

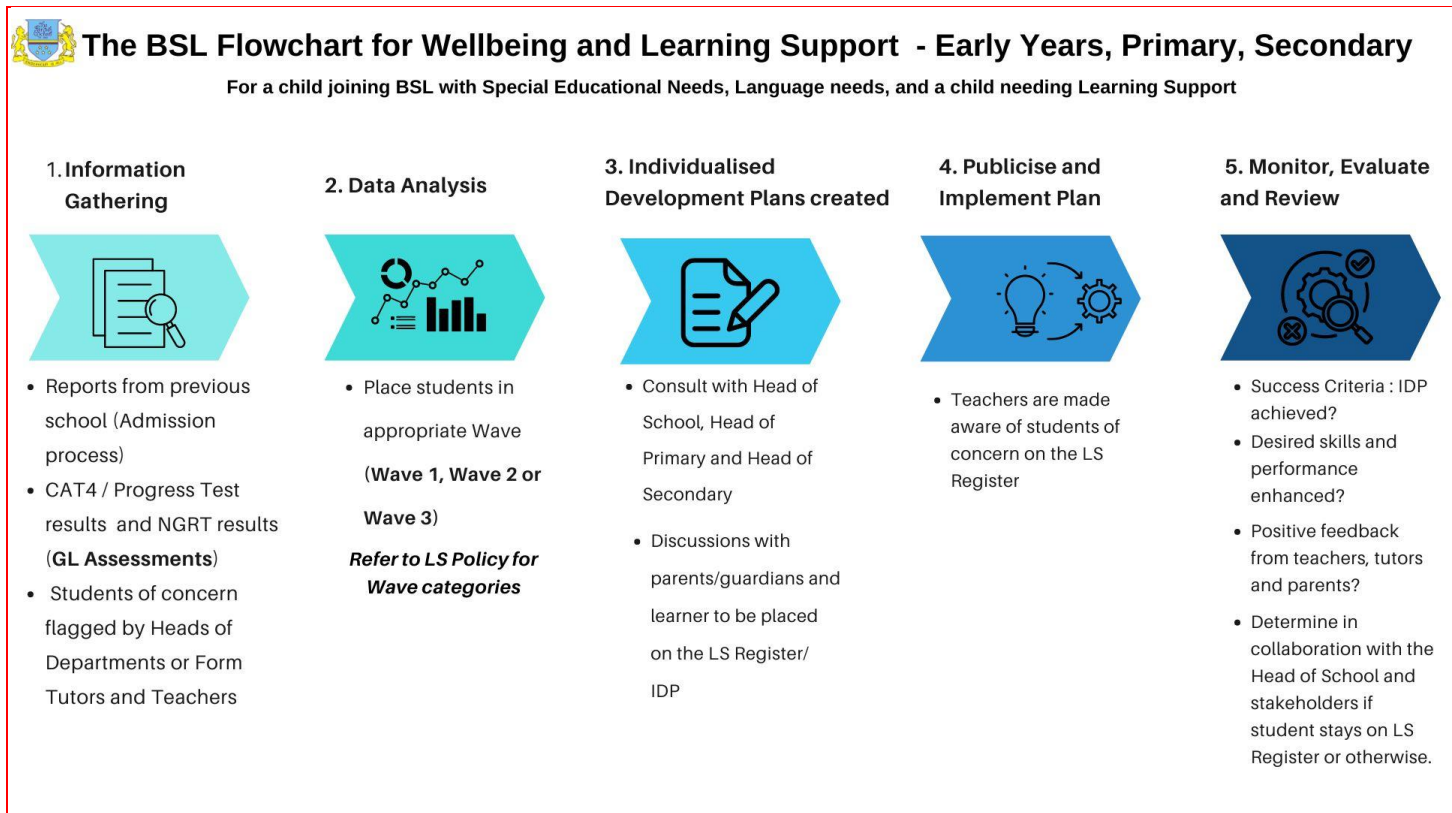
BSL therefore works collaboratively with them to support their child’s learning journey. This is done through regular communication, Individual Education/Development Plans (IEPs/IDPs), ensuring that parents are actively engaged in decision-making processes and are equipped with the necessary resources and support.



Continuous Professional Development

We invest in the professional development of our Learning Support staff members to enhance their knowledge and skills in meeting the diverse learning needs of our students.

This is done through training programmes-online and in-person, INSETS, and peer collaboration to equip our staff with the necessary resources and research-based strategies in inclusive education and learning support.



IEP (Individual Education Plan) / IDP (Individual Development Plan)

| | | | | | | | |
|--|--|--|---------|--|------|---|--|
| Name: _____ Age: _____ Year: _____ | | <u>Individual Education Plan</u> | | Stage: _____ | | Resources: _____ | |
| Area/s of concern: Weak visual perceptual skills: Class Teacher (Primary) Subject Teacher (Secondary) and Form Tutor (Secondary): | | Start date: Proposed Support: class/individual GL Assessment result: NGRT/CAT4 | | Please tick where applicable: 1. Referral 2. Needs met within classroom 3. Dedicated support worker (provided by the school) 4. Referred for outside assessment necessary Year group _____ IEP/IDP No. _____ Review Date: _____ Support began: _____ | | | |
| <u>Targets to be achieved</u> Sample comments: 1. To improve lateness- so lessons are not missed which affects assessment results 2. To improve exam/study skills- so he/she finishes the exam/assessment papers on time attempting all the questions 3. To improve completing assignments in class or at home- so assessment results are improved | | <u>Achievement Criteria</u> Three attempts to achieve this target | | <u>Possible resources/techniques</u> Meeting with parents, monitoring, checking homework | | <u>Possible class strategies</u> | |
| | | | | <u>Ideas for support/assistant</u> | | <u>Outcome of IEP/IDP</u> Date of targets achieved | |
| <u>Parents / carers need to:</u> | | • Targets | | | | | |
| <u>Student needs to:</u> <u>in school:</u> | | | | | | | |
| <u>Signatures</u> | | Teacher | Parents | Student | Date | | |

External Support Services

Hospitals: *Campus CHU (University of Lome), Dogta-Lafie Hospital (La Caisse, Lome).*

Educational Psychologists: *Yaaba Arkaah M.Ed (Accra, Ghana) +233 207 611 744, Dr Dassa Campus CHU(University of Lome) +228 90-05-03-99, Dr Mrs Hinni, +228 90-17-75-25, Dr Angelique Dusabe –Clinique Medico Psychiatrique de Lome +228 90-10-05-18*

Language and Speech Therapist: *Veronique Monard (Cabinet Veronique Monard, Lome) +228 90-94-50-82*

Special Educational Needs Consultant (Nigeria): <https://www.cacademy.sch.ng/> +234-809-127-3666

Yaaba Arkaah, M.Ed. School Psychologist Accra, Ghana Tel: 0207611744 Email: Yarkaah@yahoo.com

Where needed, Educational Specialists and Consultants in Ghana or Nigeria can be arranged by the WB&LS Department at a cost to parents.

Last Updated: May 2024

Next Review: May 2025

