

**Learning Support and Inclusive Education Policy for International Learners**

**Last Reviewed:** December 2025

**Next Review:** December 2026

**Responsible:** Principal, Learning Support Coordinator (LSC), Board of Trustees

**1. Purpose**

To ensure Ridgeview School provides inclusive, timely, and culturally responsive learning support for all students, including international learners, in accordance with the Education and Training Act 2020, the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, and Ridgeview's vision of excellence, equity, and wellbeing for all.

**2. Scope**

This policy applies to all international learners enrolled at Ridgeview School, including short-term and long-term students, across all year levels. It works in conjunction with other policies such as the International Enrolment Policy, Health and Wellbeing Policy, and ESOL Procedure.

**3. Identification and Monitoring of Learning Needs**

- Upon enrolment, all learners complete baseline assessments (literacy, numeracy, oral language).
- Classroom teachers observe and monitor learning progress during the initial weeks.
- Teachers refer concerns to the Learning Support Coordinator (LSC) or Principal.
- For international learners, additional ESOL needs are assessed using appropriate language proficiency tools (e.g. ELLP, diagnostic screeners).
- Monitoring continues via teacher observation, assessment data, and collaborative meetings.

**4. Learning Support Procedure**

If a learner is identified as requiring additional support, Ridgeview School will implement the following process:

1. **Referral:** Classroom teacher documents learning, behaviour, or wellbeing concerns and refers to the LSC and Principal.
2. **Consultation:** A collaborative planning meeting is held involving the teacher, LSC, family/guardian, and ESOL lead (if applicable).
3. **Plan Development:** An *Individual Learning Plan (ILP)* is developed that may include:
  - ESOL withdrawal or in-class language support
  - Teacher aide / learning support assistant allocation
  - Differentiated goals and classroom accommodations
  - Social skills or wellbeing support
  - Behaviour support plans (if needed)
  - Pastoral support and connection to whānau
4. **External Referral:** If required, referrals may be made to:  
*Parent consent is gained in writing prior to referrals*
  - RTLB (Resource Teacher: Learning and Behaviour)
  - MOE Learning Support
  - Speech Language Therapist (SLT)

- Social Worker in Schools (SWiS)
- Vision/hearing/specialist services

**5. Review:** ILPs are reviewed every term, or more frequently if needed.

**5. Parent and Whānau Involvement**

- International parents/legal guardians are involved in all planning and support decisions.
- ILPs are translated or interpreted when necessary.
- Written permission is sought for external agency referrals or testing.
- Communication is maintained regularly through Class Dojo, email, or in-person/online meetings.
- Cultural responsiveness is prioritised in all home-school communication.

**6. Inclusive Classroom Practice**

Ridgeview School is committed to:

- Adapting curriculum and tasks to meet learners' needs
- Providing equitable access to learning experiences
- Using assistive technology if appropriate
- Promoting peer support and buddy systems
- Celebrating learner strengths and diverse abilities

**7. English Language Support (ESOL)**

- English language support is available to international learners assessed as needing additional assistance.
- Programmes are tailored to learners' language levels and curriculum needs.
- ESOL is delivered by trained staff within withdrawal groups or in-class contexts.
- Language acquisition is tracked using the English Language Learning Progressions (ELLPs).

**8. Transitions and Wellbeing**

- International learners are supported during transition phases (arrival, class placement, return to home country).
- Pastoral care includes check-ins with the Principal or 2IC, peer buddy system, and access to wellbeing resources.
- Any wellbeing concerns are managed in accordance with Ridgeview's Health and Wellbeing Policy.

**9. Review and Evaluation**

- The effectiveness of learning support programmes for international learners is reviewed annually as part of the school's *International Programme Self-Review*.
- Feedback is sought from learners, parents/guardians, and teachers.
- Adjustments are made to improve delivery and access to inclusive education.