

TASKER MILWARD VC SCHOOL

LEARNING SUPPORT POLICY

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This document has been drawn up taking regard of current education legislation and guidelines provided by:

- DfEE Action programme for SEN 1998b
- Special Education Needs and Disability Act 2001
- Education Act 1996
- The DfES SEN Code of Practice 2001
- DfES Inclusive Schooling: Children with SEN 2001
- DfES Every Child Matters 2003

The Education Act 1996 says that '*a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.*'

Children have *a learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.
- Have significantly greater difficulty in managing own behaviour appropriately than the majority of children of the same age.
- Can achieve significantly more than children of the same age (More Able and Talented)

1. Aims

- All students in the school are encouraged, valued and accepted equally, regardless of their ability and behaviour.
- All students are entitled to access a broad, balanced and relevant curriculum which is differentiated to meet individual needs and which enables all students to reach their potential through both the National Curriculum and the wider curriculum of school life.
- All Parents/Guardians/Carers have a valuable contribution to make towards their child's development and learning.
- All children have a valuable contribution to make towards their own learning.

2. Objectives

- To identify at the earliest opportunity, using agreed school criteria, children with additional learning needs (ALN).
- To consult with parents/guardians/carers, the student and external agencies where necessary, to ensure that any support that is given is appropriate.

3. School Organisation

ALN provision is co-ordinated by the Inclusion Manager/ALN Co-ordinator, who maintain an up to date register of identified children.

Training needs for the whole staff and individuals are identified within the school's staff development plan.

The Learning Support Department (LSD) is equipped to enable styles of teaching/learning suitable for small groups, pairs or individuals and to facilitate independent study.

It acts as:-

- A base for those staff giving in-class support
- A resource centre for ALN materials and equipment
- A base for small group work and one to one work for pupils

Support teaching is offered according to need and may take the form of:-

- **In-class support** - to enable students experiencing difficulties to benefit from specialist teaching, specialist equipment and support from peers
- **Withdrawal** –small group work to enable the teaching of specific skills
- **A combination** of both in-class support and withdrawal.

Pupils who have a statement of Special Educational Needs are occasionally disappplied from areas of the National Curriculum. This is done to provide time for pupils to develop skills such as reading, handwriting or spelling.

Disapplication is kept to a minimum.

Pupils on School Action and School Action Plus who have difficulty with literacy/numeracy may work intensively on developing literacy and numeracy skills from mainstream lessons each week.

Learning Support classrooms are designated for withdrawal lessons in literacy, numeracy development to look at behavioural issues and to develop communication, social and life skills. Classrooms are utilised through timetabling.

Computers are available for word processing, computer skills and access to specific programmes including SuccessMaker

Some pupils may have a reduced timetable to enable them to access the school environment and appropriate learning programmes. These are accommodated in the department. This may include pupils who have a medical condition, who are travellers or have complex needs.

4. Identification and Assessment of Students with ALN

All students, irrespective of age, are screened on entry in respect of literacy and numeracy to assist in ascertaining the nature and extent of strengths and weaknesses.

Feeder schools will have identified certain students with ALN. This is to enable planning for future educational provision.

Procedures will follow stages in the Code of Practice. School Action and School Action Plus will be school based.

A request for statement involves the LEA deciding whether a statement is necessary. A draft statement will be prepared and sent to parents for comment and, if appropriate, a final statement will be issued with recommendations about the student's needs.

Standard assessment and recording routines enable class teachers to make judgements about a child's educational need.

Monitoring the progress of ALN pupils is an on-going process and is an important part of the whole school assessment plan.

5. Liaison

To provide staff with up-to-date information on Learning Support issues information is sent via electronic e-mail through in-boxes and SIMS. In addition teachers attend relevant meetings on whole school issues. A learning support file containing information on supporting pupils with learning difficulties is issued to all members of staff and a copy of the Code of Practice is available in all faculties.

Links with feeder schools, other secondary schools, Pembrokeshire College and other outside agencies are well established.

6. Governors

The Headteacher, with advice from the SENCO will keep the governing body informed of all relevant Learning Support issues. Senior Management receive copies of all relevant documentation on supported pupils.

Governors are informed of:

- a. all pupils who have a 'statement of special educational need'
- b. all pupils on the annual audit of supported pupils
- c. new developments within the department
- d. the learning support policy document

The governing body are responsible for monitoring the school's learning support provision and may do this by allocating one governor. Provision is currently monitored by Mr Belli.

7. Monitoring and Evaluation

The Learning Support Department is subject to the school departmental monitoring and evaluation procedures. The SENCO and lead LSA monitor ALN pupils through class observations.

The Departmental Handbook

The Departmental Handbook gives detailed procedures, staffing and expansion, where necessary, of all sections in this policy.