

Learning Support Policy



Rationale

This policy exists to ensure the school identifies and addresses the needs of those pupils who have specific learning difficulties.

Aims

- To identify those pupils within the school who have Specific Learning Difficulties
- To provide them with the appropriate level of support
- To inform parents and staff of the nature of those difficulties together with advice as to dealing with them

Objectives

- To identify those pupils with specific learning difficulties
- To assess what those difficulties are
- To establish effective remedial programmes
- To support individual pupils through individual or small group coaching
- To support teachers and learning support assistants
- To keep parents fully informed and involved in their children's progress

Definitions

BDA Definition of Dyslexia:

Dyslexia is best described as a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of speed of processing, short term memory, sequencing, auditory and/or visual perception, spoken language and motor skills. It is particularly related to mastering and using written language, which may include alphabetic, numeric and musical notation. Some children have outstanding creative skills, others have strong oral skills. Dyslexia occurs despite normal teaching, and is independent of socio-economic background or intelligence. It is, however, more easily detected in those with average or above average intelligence.

Responsibilities

Head of Learning Support – screening, assessment, liaising with parents, liaising with teachers, liaising with external bodies, organising individual tuition, organising human and physical resources, advising teachers

Specialist tutor(s) – individual tuition

Learning support assistant(s) – individual classroom support, small group tuition

Individual teachers - awareness of common problems leading to identification; differentiation of teaching once assessment is made

Procedures and practices

Initial identification

Standardised assessment scores:

1. Any standardised score below 90 (VR, NVR, RPT, NPT)
2. A difference between VR and NVR scores greater than 20.
3. A significant difference between performance in standardised tests and exam performance.

All scores to be assessed by Head of Learning Support.

Teacher assessment:

1. When an individual teacher identifies a potential issue affecting a pupil's learning and progress they raise this with the child's class teacher/tutor.
2. The pupil's class teacher/tutor makes initial inquiries as to whether the issue raised is general or specific to the teacher/subject.
3. Pupil's tutor gathers information and, with other teachers, fills out a School Concern Sheet and gathers evidence.
4. Tutor forwards Concern Sheet and evidence to Head of Learning Support who places all pupils on Concern List and carries out initial assessment.

Parental concern:

When a parent expresses concern it will be logged by the teacher using the School Concern Sheet and procedure above.

Initial Learning Support Assessment

leading to four options:

- a. No special help needed – keep under review
- b. Special help given within the classroom – records kept
- c. Short term boost needed – records kept
- d. Further advice and support needed – see Further Assessment below

Further Assessment

When the initial Learning Support assessment shows that there is a need for further advice the options are:

- In-house screening by Head of Learning Support to discern if there is an SpLD

- Full assessment by an educational Psychologist , paid for by parents.
- Recommendation that pupil sees outside professional e.g. Occupational Therapist, speech therapist, paid for by parents.

School Action

- A decision is made for support in the Learning Department
- A Learning Support Assistant is appointed or 1:1 specialist tuition/support agreed with parents

School Action +

- A pupil receives support from an outside specialist at School – eg speech therapist, occupational therapist

Reviews, Feedback to Parents and Parental involvement

After initial assessment

The tutor will liaise with parents once a School Concern Sheet has been completed and the pupil has had the initial learning support assessment. The Head of Learning Support will be involved if the initial assessment shows the need for further assessment.

School Concern List

Pupils are reviewed twice a year. A review sheet is sent to English and Maths teachers of each child and a decision taken about the need for further action or whether to remove the pupil from the Concern List.

School Action

Pupils are reviewed twice a year by Head of Learning Support and English and/or maths. Pupils' targets, achievements and a new IEP are discussed at Parents' Evenings.

Special needs

The Special Needs Policy applies to all categories of Special Need. Dyslexia is statistically the most common need within the school but all other needs, including dyscalculia, dyspraxia, autism and Asperger's , fall within the scope of this policy.

Equal opportunities

This policy applies equally to all children within the school

Assessment

Improvement in literacy scores beyond those expected due to chronological age is a measure of success

Monitoring and evaluation

The Head of Learning Support will keep assessment records as above and will include these in the annual report to the line manager

Health and Safety

The department will operate to the school's Health and Safety requirements

Cross-Curricular Links

This policy applies across all departments within the school.

Planning

Planning will be carried out by the Learning Support Department together with relevant Departments.

Resources

The Learning support Department has its own budget to provide resources. Resources needed within other departments will be funded from within those Department budgets.

Sustainability

Display

Display work will be within the Learning Support Department premises and on department notice boards.

Glossary and Additional Information

Charging for extra tuition

Where a pupil has 1:1 specialist tuition or extended individual attention and care the school will make a charge and parents will be informed.

Tuition in small groups and normal support within the classroom will not be charged for.

Governors Oversight

The Governing Board assigns one governor particular responsibility for Learning Support.

Date Reviewed: 19.12.08

Reviewed by: Francis Howard