



St George's La Storta Junior School

Learning Support Policy

Reviewed: September 2009

Review due: September 2012

Learning Support Policy

1 Definition of Learning Support

1.1 Learning Support is defined as the special educational provision made for those children who have a particular learning need, difficulty or disability.

As a school we recognise that some children:

- have significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in this school.

We also recognise those children who

- are considered gifted and/or talented and require particular attention and support.
- are experiencing emotional and/or behavioural difficulties and require special provision and support

1.2 Children who are learning English as an Additional Language are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. However, they are closely monitored in their language acquisition so that any cognitive learning difficulties are identified at an early stage. Learning Support can then be organised.

2 Aims and objectives

2.1 The aims of this policy are:

- to ensure that the special educational needs of children are identified, assessed and provided for as early as possible;
- to make clear the expectations of all partners in the process;
- to work in partnership with parents and outside agencies;
- to make everyone aware that teaching children with special educational needs is a whole school responsibility and as such all teaching staff are learning support teachers.

3 Educational inclusion

3.1 Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teaching staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;

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- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Learning Support provision

4.1 Children may require learning support either throughout, or at any time during, their school career.

4.2 The school uses a four stage model to respond to children's special educational needs; at all stages, the parents are made aware of concerns for their children's progress. Children are put on the Learning Support Register from Stage 1 and above.

Pre-Stage 1 is a special stage which permits a period of specific monitoring before any definite decision is made. LS teachers will meet with all Class teachers on a regular basis, usually **once a month at the EAL planning meetings**, to discuss those children whose progress is proving to be a cause for concern.

Pre-Stage 1 is an initial period of concern about a child whose rate of progress has been identified as inadequate, despite having appropriate learning experiences. It enables the teacher to consult with an LS teacher, who will provide them with a **log book** to record dated evidence for concerns for that child. *(Parental awareness will have been raised either at Parent Teacher Evenings or by specially requested meetings and comments/discussion noted and agreed by both home and school)*. After an agreed period the relevant LS teacher will meet with the teacher to assess the evidence that has been logged and recommend that either a **Record of Concern** form is filled in by the teacher, a copy given to the LSCO and the pupil placed on the LS register, or that no further action is needed for the moment and the log book is kept in the LS files for future reference.

Stage 1 the child is on the LS register. The LS teacher and the Class teacher and/or specialist teachers cooperate to plan suitable differentiated work and the child's progress is monitored regularly. In class support may be timetabled by the LS department. Regular and frequent monitoring of the child's progress by the relevant teacher(s) will show whether the provision is being effective. Parents are informed of the differentiated work input and, where appropriate, are encouraged to become involved. *(eg. through homework activities or by supporting agreed behavioural strategies)*.

Stage 2 recognises a more intensive programme of support from the LS teacher and Class teacher, usually through one to one support or small group work, in or out of the classroom. An Individual Education Plan (IEP) will be drawn up by the relevant LS teacher, in close cooperation with the Class teacher and in consultation with the child concerned. This will be reviewed regularly. In the Early Years and Key Stage 1, targets will be set on a more short term basis. *(See 5.2 for more detail)*.

Stage 3 is applied when, **after a significant period of time**, the child does not make the anticipated progress and an external assessment is suggested to the parents in order to identify specific learning needs. Frequently this results in the provision of an individual teaching programme by the LSCO, who will prepare an IEP in cooperation with the Class teacher and Educational Consultant.

5 Implementation

5.1 In the Junior School, the Learning Support Teachers are responsible for:

- managing the day-to-day operation of the policy
- time-tabling for Junior School Learning Support.
- liaising with and advising colleagues;
- contributing to the records of all children with special educational needs;
- producing IEPs for individual pupils in the Junior School.
- liaising with parents of children requiring learning support with whom they are directly involved;
- liaising closely with the EAL staff and checking the Gifted and Talented register with relevant Class teachers, in order to monitor the need for special educational provision amongst these pupils.
- maintaining and ordering resources and a range of teaching materials to enable appropriate provision to be made;
- reporting regularly to the Head of the Junior School and members of staff.

5.2 In addition to the above, the LSCO is also responsible for the following:

- managing and maintaining the records of all children who have been identified by the school as needing learning support, and making sure they are available to all members of staff.
- providing each Class teacher in the Junior School with a copy of the relevant LS information for their class in the 'Classroom LS File'.
- ensuring Specialist teachers have copies of IEP's.
- managing the school-based assessment and facilitating the provision of external assessment.
- acting as link with external agencies and other support agencies;
- meeting on a regular basis with the Head to review the implementation of the LS policy and ensure that there is adequate LS provision throughout the school.

5.3 Individual Educational Plans (IEP's)

- an IEP is used to plan the interventions for children who are on Stage 2 and Stage 3 of the LS provision.
- IEP's are devised by the Learning Support teachers and Class teacher, in consultation with the Educational Consultant.
- IEP targets are shared with the parents.
- IEP targets are reviewed half-yearly in KS2; in Key Stage 1 and the Early Years these targets are broken down into weekly goals which work towards the overall targets. In this way, constant feedback is given to the younger children.

5.4 Learning Support Sessions

- It is understood that whilst the most effective form of support often occurs within the class setting, there are times when, in order to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the class. Spelling, Shared Reading and remedial Maths groups are usually timetabled to work within the classroom setting.
- When support is needed in a withdrawal situation, the first priority is to ensure that all children have access to a broadly based curriculum and do not miss core subjects where at all possible.

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6 Assessment

- 6.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 6.2 Any significant discussion which takes place between teachers and parents of children who are being monitored on Pre-Stage 1 or who have a Record of Concern, should be recorded.
- 6.3 There is an annual screening to assess the need for learning support in Year 3. It is organised and assessed by the LSCO and delivered by the Class teachers. The LSCO collates the results and in discussion with the Educational Consultant and Head of Junior School, decides on appropriate action to be taken.
- 6.4 Children who are new to the school and who have missed the opportunity to take part in the Year 3 Screening will be screened within the first month of their arrival by an LS teacher and their needs assessed, unless they already come with a LS profile and assessment report, or are EAL Beginners.
- 6.5 Additional time is provided for children on the LS register during timed tests where appropriate.

7 Partnership with parents

- 7.1 The school aims to keep parents fully informed and involved. We encourage parents to make an active contribution to their child's education.
- 7.2 We have regular meetings each term to share the progress of children who are receiving learning support, with their parents. These are held during school Parents' Evenings by appointment (20-30min slots). There is always the opportunity for meetings to be organised at other times.
- 7.3 Parents are consulted and informed of new targets set in IEP's.

8 Assistive Technology

- 8.1 The school has an overriding say in what type of Assistive Technology can and should be used, based on a thorough investigation of what is available and what is required.
- 8.2 There has to be a means of immediate transfer of material to the teacher and vice-versa, such as printing, electronic transfer, memory stick.
- 8.2 Teachers should be helped to know how to use a pupil's Assistive Technology as a teaching strategy.

9 Monitoring and evaluation

- 9.1 The Learning Support teachers monitor the movement of children within the LS system in school and keep the Head and staff informed.