

Learning Support Policy

November 2009 –

This policy is under review. Note that the term “SEN” has fallen out of use, we use “pupils requiring learning support”

Aims

To give all students of SGBIS full access to a broad, balanced and relevant curriculum, so enabling them to reach their full potential. We recognise that all young people have individual needs and we are committed to identifying and supporting these needs with an appropriate level of provision.

The educational aims for pupils requiring learning support are the same as those for all pupils at the school.

Objectives

This school and its entire teaching staff undertake to:

- ensure that there is a whole school approach to the meeting of Special Educational Needs.
- take all necessary steps to identify the learning support needs of its pupils, and make appropriate provision for meeting these needs.
- encourage a genuine and effective partnership between teachers, parents, pupils and appropriate professionals.
- identify and meet the training needs of all staff (teaching and support), to raise their awareness of and to develop their skills in meeting the learning support needs of pupils.
- make available differentiated provision which meets the special needs of individuals and take responsibility for adapting the required resources.
- review annually the learning support required by all pupils, and the provision available, to ensure that the needs are being met effectively.

Personnel

LB is responsible for co-ordinating the Learning Support provision within the school. As SENCO, she is also responsible for all links with outside agencies.

Those who we define as having special needs include:

- Pupils with statements identifying special needs.
- Pupils with emotional and behavioural difficulties.
- Those who are academically gifted (see separate policy).
- Those with specific learning support needs.
- Those who have sensory, physical or medical difficulties.
- Those who fall behind with general progress of classes.

Identification

We are committed to identifying the special needs of our pupils at the earliest opportunity.

- Subject teachers are responsible for monitoring all pupils in their care and for alerting tutors, Heads of Year, Heads of Department/Subject, as appropriate, of any concerns they have.
- Tutors are responsible for monitoring all pupils in their care and for alerting tutors, Heads of Year, Heads of Department/Faculty, as appropriate, of any concerns they have.
- Parents are advised that they may contact the school at any time to discuss concerns they may have about their students. Regular Parent Teacher Consultation Evenings also provide opportunities for discussion.

A register of those children with learning support needs is kept by the school and is regularly monitored and up-dated, as necessary.

Constraints

The school does not have a SEN unit, and aims to supplement mainstream learning by withdrawing pupils for one-to-one (or small group) coaching on an occasional basis. Correspondingly, there are certain types and intensities of Learning Difficulties that the school is not equipped or competent enough to deal with. In terms of admissions, the school takes a case-by-case approach in recognition of its facilitating limitations. As a generalisation, the school takes the view that SEN pupils are advised to seek an education in their own mother-tongue, where this is possible.

This policy will be updated periodically by the Principal.