

SPECIAL EDUCATIONAL NEEDS & LEARNING SUPPORT POLICY

PREAMBLE

All classes contain pupils with a wide range of ability and so the staff are aware that differentiated tasks are necessary to support those pupils with specific learning difficulties and to challenge those who are particularly able as identified through baseline scores.

AIMS

1. To develop a whole school approach that fosters attitudes towards meeting the needs of all children and is flexible and tailored to the individual needs throughout the academic spectrum.
2. To provide a learning environment which gives all children access to the curriculum and provides equal opportunities in all activities.
3. To be aware that our teaching assessment and classroom organisation have positive influence on Specific Learning Difficulties
4. To use information from both teacher assessment and formal assessment to identify those children who have LDD or AG&T
5. To develop an IEP for identified pupils requiring 1:1 lessons to match their needs.
6. To provide channels of communication between child and school and home and other agencies.

STAFFING

Mrs Angela Clancy Dip RSA; Postgraduate Certificate in Assessment of SpLD Dyslexia	Named person responsible for Learning Support
Dr Karen Blackmore Dip. RSA	Learning Support Teacher
Mrs Sarah Young Postgraduate Certificate Special & Inclusive Education	Learning Support Teacher

The responsibilities of the Learning Support co-ordinator are:

- a) The day to day operation of the school's Learning Support Policy
- b) Liaising with and advising fellow teachers
- c) Co-ordinating provision for LDD, EAL or AG&T children
- d) Maintaining the school's Learning Support register and overseeing records on all children with LDD, EAL or AG&T.
- e) Liaising with parents of such children
- f) Contributing to in-service training of staff
- g) Liaising with external agencies such as educational psychologists or speech therapists

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

Able, Gifted and Talented (AG&T)

On entry or following standardised testing such as MidYIS in the senior school or VR /NVR and NFER standardized tests in English and Maths in the junior school, pupils may be identified as Able, Gifted and Talented **and opportunities will be provided to stimulate and challenge their abilities.**

The procedure for identification of further LDD is outlined below:

Stage 1 (IDENTIFICATION AND MONITORING)

The SEN Code of Practice is followed for all pupils in the EYFS.

In School a white referral form "Initial Identification" is used to indicate Initial cause for concern

The class/subject teacher has the main responsibility at this stage.

The Learning Support Coordinator's role is mainly an advisory one.

The class/subject teacher:

- a) Identifies children who may have LDD
- b) Informs the Learning support coordinator by completing a white 'Initial Concern' form
- c) Keeps an ongoing record of evidence of all concerns **and** notes down the in-class support that they are giving
- d) Records **all conversations** with parents including those at parents' evenings about the child's difficulties and copies it to the Learning Support Coordinator. [These must be dated and signed]

The Learning Support coordinator:

- a) Monitors the child informally through classroom observation
- b) Registers the child's needs in the Learning Support register if necessary
- c) Collects relevant information about the child from the school records and if appropriate from the parents and the child
- d) Consults with the child's parents and the child if appropriate. Written records of all conversations with parents are kept in a locked filing cabinet in the Learning Support room.
- e) Assesses the information which has been gathered and if appropriate and agreed by the parents, tests the child for various specific learning difficulties using appropriate assessment material.

Any extra help at this stage is given within the classroom. It is monitored, reviewed and recorded **half-termly**. Pupils who have been identified as having specific difficulties with reading, spelling or maths are invited to attend 'Fun with Words' or 'Maths Club' at lunchtimes.

If it is decided to give no extra help the teacher will continue to monitor the child's progress, record it and discuss with the Learning Support coordinator termly through the assessment meetings.

Stage 2

If after two review periods the child is not making satisfactory progress, he/she is moved to Stage 2. At this stage the Learning Support coordinator will:

- Meet with parents and make arrangements for 1:1 lessons (which are charged according to the current policy)
- Draw up an Individual Education Plan (IEP) for use in ALL lessons
- Pupils who have been assessed either internally or externally will be allowed up to 25% extra time in examinations or other support as appropriate
- Meet with the child's parents to discuss progress usually at Parents' Evenings
- Monitor and review the child's progress
- Parents receive a written report at the end of every term and new targets set for each pupil
- Keep all relevant staff informed at all stages

- Keep Head and Deputy Head (junior school) informed

Stage 3

If after a further two review periods the child's progress is not satisfactory, the help of outside agencies may be sought. Information from Stage 1 and 2, and the Stage 2 reviews should be available.

If further assessment by outside specialists such as Educational Psychologists, needs to be carried out at this stage, parents will be advised accordingly.

As at previous stages, the Learning Support coordinator should ensure that the Head, the parents and the child are kept informed.

Arrangements for monitoring the child's progress and carrying out reviews continue as previously.

PROVISION FOR CHILDREN WITH EAL

The school is aware from the outset of any pupils joining, whether locally or from a foreign country, if English is an additional or second language. This may result in some children being temporarily placed on the Learning Support Register.

The school's policy is, wherever practicable, to integrate children fully in the school curriculum. However, where children have little or no English, it will be necessary to suspend certain parts of the curriculum to ensure that sufficient time is allocated to assist the children's linguistic development.

Certain subjects may be reduced, or dropped at GCSE level in order to give extra support in core subjects. The primary objective is to assist the children in developing their language skills. An IEP will be produced informing staff how to best support these pupils and parents will to be kept fully informed.

At present there is one pupil in Year 10 for whom English is an additional language.

SCHOOL AND PUBLIC EXAMINATIONS

Access Arrangements

The Learning Support coordinator ensures that the recommended 'Access Arrangements' are carried out for pupils with learning difficulties and disabilities sitting both school and public examinations. This is usually administered in the summer term when the pupil is in Year 9 or early in Year 10 to allow for modular examinations.

Tests used are approved by JCQ and further guidance taken from them at all times.

Assessment material used by Dodderhill School

- Wide Range Ability Test 4 (WRAT 4)
- Wechsler Individual Achievement Test (WIAT II T)
- Wide Range Intelligence Test (WRIT Teachers)
- Detailed Assessment of Speed of Handwriting (DASH)
- Alcock Speed Writing Assessment

The Exams Officer (Mrs A Thomas) along with the Learning Support Coordinator (Mrs A Clancy), fills in the applications for Access Arrangements on line and hard copies are printed out, along with copies of test results and pupil background and placed in

- A locked filing cabinet in the Exams Officer's office and
- A locked filing cabinet in the Learning Support room

When pupils move on to various sixth forms, the Learning Support Coordinators from both establishments liaise and ensure the necessary documentation is passed on.

Documents are either posted as hard copies to or emailed to the named Learning Support Coordinator only.

**DODDERHILL SCHOOL
IDENTIFICATION OF SPECIAL NEEDS**

Child's Name:	Teacher:
Class:	Referral date:

REASON FOR REFERRAL

To be completed by Learning Support Co-ordinator

DOB:
Position in Family:
Parental contact:
Attendance / Punctuality:

