



THE BUCHAN SCHOOL

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# Learning Support Policy and Procedure

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## **Learning Support Policy and Procedure at The Buchan School**

### **Aims**

- To provide every student with an inclusive education that enables access to a broad and balanced curriculum.
- To identify students who have learning difficulties and to meet their needs as fully as resources will allow.
- To promote an ethos of care, consideration and understanding within The Buchan.
- To provide the individual with every opportunity to experience success and reach his/her potential.

### **Objectives**

- To use all forms of assessment, including standardised, to identify children who may have barriers to their learning no matter what their ability may be.
- Following referral from colleagues and or interrogation of the data to further assess and gather evidence regarding individuals who may need support.
- Follow the provision of intervention, to monitor and assess progress.
- To disseminate information to teaching colleagues and liaise with them in determining any adjustments required for individual pupils.
- To ensure that colleagues are trained in recognising barriers to learning and enrichment.

### **Identification of pupils with learning difficulties**

All children progress at different rates. All teachers teach children with learning difficulties and have responsibility for meeting their needs and differentiating their teaching, methods and materials.

Pupils are identified as having difficulties affecting their learning by the following:

- Teacher observation of written work which is inconsistent with their oral presentation or with that expected for their age.
- Significantly slower progress than that of their peers, starting from the same baseline.
- Working at levels significantly below age expectations, particularly regarding literacy and numeracy.
- Information received from a previous school, on transfer or in review meetings.
- Considering information and assessments from professionals such as Educational Psychologists or Speech and Language Therapists.
- Monitoring information of pupil progress in subjects, by class teachers, which may collectively raise concerns at staff meetings.
- Referral by class teachers who identify specific concerns in their class or subject.
- Presenting persistent emotional and or social difficulties.
- Assessment by the Head of Learning Support.

What is important is the identification of the need and the provision of the appropriate intervention, rather than labelling the child's type of learning difference.

## Assessment Procedure

As The Buchan is representative of the environment in which it operates, students attending the school may experience one or more of the barriers to learning. Children with SEN (including EAL) and/or disabilities, admitted to The Buchan, could have difficulties with one or more of

- Cognition and learning (Dyslexia, Dyscalculia)
- Communication and interaction (Asperger's, Specific Language Impairment)
- Behaviour; emotional and social (ADD, ADHD)
- Sensory and/or Physical differences (Dyspraxia, Vision Impairment, Hearing Impairment)

When concerns are raised by a teacher, discussion takes place regarding additional help the teacher can provide within the class in the way of differentiated work.

- Class, Form or Subject teachers will communicate their concerns with regard to a child with additional needs in both academic and social areas to the Head of Learning Support. This includes the identification of children who are gifted. Identification can be informal or formal using teacher assessment or Progress Tests or EYFS targets. Parents will be informed at this stage, and the Head of Learning Support will discuss the next steps; classroom based observations and strategies that can be used by the teacher and parents to support the child.
- Head of Learning Support will feed back to staff about findings and strategies that could be used to support the child within the class.
- If no significant progress is made within half a term, the Head of Learning Support can use specialist assessments to determine whether there may be any underlying causes.
- A Learning Support Register will be maintained and should record concerns and action at all stages. Where appropriate, pupils with educational psychologist's reports will be provided with an Individual Learning Profile (ILP). This will be monitored by the Head of Learning Support. If considered helpful to pupils, an Individual Learning Profile will be drawn up, giving small achievable targets that are reviewed on a termly basis.
- Children are continually monitored and intervention may stop, in consultation with the parents, if and when it is deemed that the child no longer requires that level of support.

## Types of Provision

When concerns are raised by a teacher, discussion takes place regarding additional help the teacher can provide within the class, eg differentiated work.

If further support is required, following detailed assessment, the following support is considered depending on the level of need:

- Booster Group (taken from second lesson of French)
- Touch Typing (offered as an after school activity)
- In-class team teaching with a Teaching Assistant or Teacher
- Use of technology to support access to learning
- Offer of 1:1 peripatetic lessons with an SpLD Specialist Teacher
- Motor skills and core strengthening with a peripatetic specialist
- Before school club for additional skills practise

Parents are informed and where possible, given strategies to support their child's learning at home.

## **Communication**

Staff have access to regularly updated copies of the SEN Register. Copies of ILP are distributed to the teachers. These are used when planning work for individual children and they inform what assistance support staff can then provide to the learner. Staff have access to a Learner Profile which gives suggestions as the best strategies, methods and resources to help individual children with their learning. Parents are involved in the drafting of the ILPs and invited in to discuss them with the Head of Learning Support on a termly basis. They are informed about which of the targets have been met, which are still to be achieved and they are involved in the selection of new targets. Targets are shared with all children, but older children are also given the opportunity to assist with the writing of their targets and discuss their progress. This gives them a sense of ownership.

Pupil profiles, highlighting strengths, areas of need and suggestions of strategies for support are also available for the use of all staff. This enables awareness for all staff of the specific requirements for pupils.

Parents are aware that they can contact the Head of Learning Support at any time by email or phone, with their concerns and meetings can take place both formally and informally throughout the year. Notes are taken during these meetings by the Head of Learning Support.

## **Resources**

There are a broad range of resources to support SEN provision throughout the school.

The following specialist assessments are available:

- Raven's Coloured Progressive Matrices (CPM)
- British Picture Vocabulary Scales (BPVS)
- Dyslexia Portfolio (DP)
- Lucid Recall (memory assessment)
- Dynamo Maths Assessment (Dyscalculia)
- CATS 4 (Ability Assessment)
- York Assessment of Reading Comprehension (YARC)
- Lucid Visual Stress Screener (VISS)

## **Assessment Arrangements**

Although the pupils at The Buchan do not sit the examinations which come under the auspices of the Joint Council for Qualifications (JCQ), children are given similar access arrangements for the 11+, for example. This could mean that the pupil is given extra time for the assessment, or they may ask for questions to be read out in some instances.

When they make the transition to another school, the receiving SENCO is given detailed information about the pupil's specific needs and how they have been met at The Buchan. Every effort is made to ensure a smooth and successful transition.

## **Enrichment**

### **Identification of pupils for enrichment**

Pupils are identified for enrichment by the following:

- CATS score of 130+
- Teacher observation of written work and their oral presentation well above that expected for their age.
- Significantly noted rapid progress than that of their peers, starting from the same baseline.
- Working at levels significantly above age expectations, particularly regarding literacy and numeracy.
- Talented children are identified by the PE Staff and Head of Music. They are offered many opportunities both within school and externally, to improve their skills and to perform.
- Information received from a previous school, on transfer or in review meetings.
- Considering information and assessments from professionals such as Educational Psychologists.
- Monitoring information of pupil progress in subjects, by class teachers.

### **Types of provision**

- Challenges offered within the classroom/ differentiation
- Opportunity to perform at local and national level in music, drama and sport
- Challenge club which provides problem solving activities and promotes thinking skills
- Stimulating after school activities such as Mandarin, Strategic Card Games and Chess