



THE BUCHAN SCHOOL

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# Learning Support Policy and Procedures

## 2020

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## **Learning Support Procedures 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.

### **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 SEND or EAL, 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 Early Learning Goals (ELGs). 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 provided within the class, e.g. differentiated work.

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

- Touch Typing (offered as a before 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
- Before school club for additional phonics 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 ILPs 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. Parents can request a discussion about the ILP with the Head of Learning Support, which of the targets have been met, which are still to be achieved and the setting 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.

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( BPVS3)
- Phonological Assessment Battery – 3<sup>rd</sup> Edition
- Test of Information Processing Skills (TIPS)
- CATS 4 (Ability Assessment)
- KBIT2 (Supplementary Ability Assessment)
- York Assessment of Reading Comprehension (YARC)
- Wide Range Assessment of Memory and Learning (WRAML2)

## **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 pupils make the transition to another school, the receiving SENCO is given detailed information about their specific needs and how they have been met at the Buchan.

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