



THE BUCHAN SCHOOL

Learning Support Policy and Procedures

2026

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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 their 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 support colleagues with/when 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 adapting 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.
- Assessment data which shows that pupils working at levels significantly below age expectations, particularly regarding literacy.
- 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.
- Assessments by the Head of Learning Support.

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

Assessment Procedure

Students attending the School may have difficulties with one or more of:

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

When concerns are raised by a teacher, discussion takes place regarding adjustments the teacher can provide within the

class in the way of adaptive teaching strategies.

- Class, Form or Subject teachers will communicate their concerns with regard to a student with additional needs in both academic and social areas to the Head of Learning Support/ Headteacher.
- Identification can be informal or formal using teacher assessment, Progress Tests or EYFS Early Learning Goals (ELGs).
- Parents will be informed at this stage and a Record of Concern will be created. The Record of Concern (RoC) will include in class intervention and strategies as well as how parents can support their child at home.
- Progress will be monitored and if insufficient progress is made, teachers will consult with Head of Learning Support/ Headteacher for additional support.
- Head of Learning Support/ Headteacher can also signpost to specialists to determine whether there may be any underlying causes. (Children's Therapy Team, CAMHS)
- A Learning Support Register will be maintained and should record concerns and action at all stages.
- If considered helpful to students, an Individual Learning Profile will be drawn up, giving small achievable targets that are reviewed on a termly basis.
- Students 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.

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

- Touch Typing (offered as an after-school activity)
- In-class support
- Booster sessions
- Use of technology to support access to learning
- Word Shark (Reading and Spelling)

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 students and they inform what assistance support staff can then provide to the student. Parents can request a discussion about the ILP with the Head of Learning Support/ Headteacher, which of the targets have been met, which are still to be achieved and the setting of new targets. Targets are shared with all students, 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/ Headteacher at any time by email or phone, with their concerns and meetings can take place both formally and informally throughout the year.

Resources

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

following assessments are available:

- GL Reading Test
- GL Spelling Test
- GL Progress Test
- GL Dyslexia Screener
- GL Dyscalculia Screener
- CATS 4 (Ability Assessment)

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), students are given similar access arrangements for the 11+, for example. This could mean that the student is given extra time for the assessment, or they may ask for questions to be read out in some instances.

When students 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.