LEARNING SUPPORT POLICY
including ENGLISH AS AN ADDITIONAL LANGUAGE

Durlston Court School recognises that pupils will achieve levels of different academic attainment at different times, and that some will require an increased level of support in order to maintain progress. This may be because a child either has learning difficulties or because the curriculum is delivered in English, which is not the child's first language.

Our aim is to allow all children full **access** to the curriculum while providing necessary support for those students who require it.

Children are considered to have a learning difficulty if they;

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

b) have disability which hinders them from making use of the educational facilities of the kind generally provided for children of the same age; or

c) make little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness;

d) have communication and or interaction difficulties and require specific individual intervention in order to access learning.

[Special Educational Needs Code of Practice November 2001 DfES]

AIMS

To ensure that all children have access to, and receive a broad and balanced curriculum.

To ensure that as far as possible, even if children have additional needs, they achieve levels of literacy appropriate to their age.

OBJECTIVES

1. To apply a whole school policy to meet the needs giving due regard to the Code of practice for SEN [DfES2001] and the Disability Discrimination Act 2002.
2. To identify as early as possible any child who may have learning difficulties or disabilities, or for whom English is an additional language.
3. To support staff so that a child's needs can be met within the mainstream class.
4. To provide different levels of intervention to match the child's need.
5. To ensure that no child is discriminated against, in any area of school life on the basis of his/her difficulty or disability, or his/her behaviour as a result of the difficulty or disability.
6. To include children in decision-making about the type of intervention and targets to be included in their IEPS (Individual Education Plans).
7. To support class teachers by offering initial assessment and advice followed by an Educational Psychologist (EP) report if considered appropriate.

8. To ensure that a child's records include information relating to their individual needs, the intervention that has been provided, and their outcomes.
9. To work together with pastoral / teaching staff to ensure that each child develops in all areas in order to build positive self esteem.
10. To provide staff with opportunities for LDD/SEN training
11. To advise and facilitate, as appropriate to the circumstances, aiming to ensure that each child goes to a suitable secondary school where their identified ongoing needs will be met.

RESPONSIBILITIES

The Head of Learning Support, (Mrs Elizabeth Miller) will be responsible for:

1. The day-to-day operation of the Durlston Court's LDD/EAL/SEN policy.
2. Working with the Head of Pre-Prep (Claire Holly) the Early Years SENCO (Susan Mitchell), and the Pre-Prep SENCO (Lulu Payne) to identify children who may require early intervention of some kind.
3. Providing staff with an up to date register every term so that all the staff are aware of the needs of each child.
4. Helping classroom teachers to provide intervention and differentiation through Early Years Action (EYA) and School Action (SA).
5. Co-ordinating provision for children following advice of outside agencies such as an EP or speech therapist, or Early Years Action Plus (EYA+) and School Action Plus (SA+).
6. Co-ordinate IEPS for all children at SA+.
7. Maintaining a confidential LDD/EAL/SEN file containing relevant assessments and reports, for each designated child in the Prep and Pre-Prep schools.
8. Identifying small groups of children who may need additional help with phonics and spelling skills.
9. Liaising / meeting with SENCOs from senior schools to enable a smooth transition from Durlston Court to a new school for the pupils and to plan for the appropriate KS1, KS2 and CE exam provision at Durlston Court in preparation for the anticipated senior school transfer.

IDENTIFICATION AND ASSESSMENT

Children's needs are identified in a number of ways including;

1. Information from previous schools.
2. Parental views.
3. Teacher observations. Record of Concern sheets are available for teachers to raise initial concern.
4. Internal testing. Throughout the school year a child will undergo a variety of tests to monitor their progress. For example, all children are given reading and spelling tests at appropriate intervals. Results of the COPS screening test in Reception and Lass test in Year 3 or when a new pupils joins the school may also highlight an area that requires further investigation.
5. Self referral.
6. Support staff.

ADMISSIONS

Durlston Court maintains a strong academic tradition and may not be suitable for a child with ability significantly below national averages or one whose behaviour or learning difficulties restrict considerably his/her access to the curriculum. Children with learning difficulties/disabilities (LDD) will be admitted to the school if it is considered that they will manage alongside their peers in the mainstream programme, albeit with tailored support.

PROVISION

The nature and extent of support provided varies according to a child's needs. Needs are assessed on an ongoing basis, and provision adapted accordingly.

PHASEs One and Two - Record of Concern

Once a child's progress has given cause for concern, a Record of Concern is completed by a child's class teacher and submitted to the Learning Support Unit (LSU). The teacher and the SENCO then discuss the best way forward, perhaps with a differentiated curriculum or a weekly group support. The Record of Concern is then reviewed after 6 weeks.

PHASE Three – School Action and Early Years Action

The child may need some more individual help, which at this stage is provided "in-house" by the school. The class teacher and the SENCO may draw up an IEP with some precise proposed targets, and will involve the child in this process. Parents are then invited to view the targets and once agreed, sign the IEP as evidence of their agreement to the proposed plan. Thus, the class teacher, the child, his/her parents, and the Head of LSU all signify their agreement and commitment to the course of action described in the plan.

PHASE Four - ***School Action Plus and Early Years Action Plus***

In some cases it may be necessary to seek the advice of outside agencies such as an Educational Psychologist (EP) or Speech and Language Therapist who may be able to provide greater insight into the underlying causes of the child's difficulties. In this case the SENCO will organise an assessment and liaise with the parents and the EP/Therapist. It may be considered appropriate for a pupil to be assessed for statementing purposes in which case the SENCO would liaise with parents and relevant agencies.

Monitoring and review

Concerns are reviewed regularly within the school and involve discussions between appropriate members of staff and parents. Documents are stored in a secure filing cabinet in the LSU.

Individual Lessons

In some circumstances, individual lessons or other tailored support may be provided to a pupil by LSU staff. This may be on the recommendation of an EP. The SENCO will discuss proposals with the parents and together they will determine the number of weekly individual lessons / other support that is needed, and the fees that will be charged for these lessons. They will also estimate a timeframe for the continuation of individual lessons / other support. There are generally no additional fees for necessary individual lessons for children in Years 1 to 4. If individual lessons are

needed in Years 5 to 8, fees are generally payable. Parents receive periodic reports on their child's progress attributable to the additional, individual tuition. For children in Years 3 to 8, this is a written report at the end of the Autumn and Summer terms, and a verbal report at parents meetings. For children from Reception to Year 2, this is a verbal report.

Special Dispensation – Examination Procedures

Those pupils who have an EP report declaring that they have a need to be allowed extra time in KS1, KS2 and CE examinations are able to sit those exams in school, and in a location (if needed) other than the examination hall, with the SENCO as the invigilator. This dispensation sometimes enables the pupil to have questions read to him/her and to lessen the stress that they may be experiencing. In the case of public examinations every effort is made by LSU staff to obtain official permission to give those designated pupils the extra time they need to compensate for their educational difficulties. However, official guidelines are always followed.

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