



Rose Hill Westonbirt

SCHOOL

2. EDUCATION

2.8 LEARNING SUPPORT POLICY

MISSION STATEMENT

We are concerned with meeting the needs of all the children at Rose Hill Westonbirt School. We aim to provide effective support for children with Special Educational Needs (SEN), ensuring that all children have access to the full curriculum and are fully included in the community. The effectiveness of provision for pupils with special educational needs will be monitored and evaluated on an annual basis. Emphasis will be upon maintaining a high level of self-esteem so that all children achieve their full potential.

AIMS

The School's Learning Support Policy provides a framework for the provision of teaching and support for pupils with learning difficulties. The framework refers to entitlement, access and partnership. The main focus of support is literacy and numeracy.

Where a concern has been raised, the Referral Procedure will be followed and any Special Educational Needs will be identified at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the child, including parents/carers, teachers and other professionals. The child's views will also be sought. If the school is unable to meet the child's needs, after all avenues have been explored, the parents would be advised with respect to a more suitable placement for their child.

Details of provision and areas of responsibility will be guided by the current Code of Practice (COP) for SEN.

All staff should be aware of the SEN Policy and should seek advice from the Special Educational Needs Co-ordinator, (SENCO- Mrs Moira Kielty) whenever necessary.

The Head teacher and staff should be kept informed of those children on the List for Learning Support.

Rose Hill Westonbirt School has a SENCO who is responsible for the children at Key Stage 1 , 2 and Key Stage 3. The Early Years or Foundation Stage is the responsibility of the Early Year's Co-ordinator.

The needs of the more able or gifted children should be met within the class teachers using differentiation and with reference to the Gifted and Talented Policy and consultation with co-ordinator Mrs Morag Langley.



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RESPONSIBILITIES OF THE SENCO

The SENCO has overall responsibility for the co-ordination of Learning Support provision. This involves:

- Ongoing operation of Learning Support Policy
- Maintenance of the Learning Support list
- Overall responsibility for maintaining Individual Education Plan (IEP) – produced by and in conjunction with the class teacher
- Assessment of pupils and record keeping
- Staff are kept informed of pupils with Learning Needs
- Liaise and advise Learning Support Assistants (LSAs)
- Liaise with external agencies as required
- Ongoing communication with parents
- Responsibility for statemented children and annual reviews
- Ensure that resources are available to meet Learning Support provision
- Timetabling individual or group lessons for pupils

ASSESSMENT AND MONITORING

The assessment and monitoring of children with Learning Needs, as well as the provision of support evaluation and record keeping will be guided by the Code of Practice for SEN (January 2002). Parents should be kept informed at every stage.

Acting on the expression of an initial concern, the class teacher should follow the Referral Procedure.

Following evaluation, various options are available:

- SENCO advises class teacher, with respect to the use of resources, strategies, differentiation; class teacher monitors progress
- SENCO, following discussion with the Head teacher, plans a support programme, child attends one-to-one session(s) with SENCO. IEP's will be formulated. SENCO monitors progress, liaising with other staff and parents.
- The SENCO may seek further advice and assessment from external specialists.

Support for SEN will be categorised as:

- Monitoring
- School Action (COP)
- School Action Plus (COP)
- Statemented

Children are assessed twice yearly, using standardised and diagnostic tests. IEPs will be discussed with the staff and parents. IEPs will be reviewed annually (confidential), termly (intervention) or as required.



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In some special instances external specialists may carry out further assessment. For example: Educational Psychologist, Behavioural Optometrist, Speech therapist, Occupational Therapist and Paediatrician.

STAFFING AND RESOURCES

- ❖ SENCO: Mrs M Kielty
- ❖ Learning Support Assistants: Mrs A Hackett, Mrs Deborah Gent

A variety of teaching resources are available, these are continually being reviewed and increased, Multi-sensory methods of teaching are employed to enhance learning and improve visual and auditory memory.

*Appendix I shows a list of resources used.

ACCESSING LEARNING SUPPORT

Lessons are arranged on an individual basis at this present time. Each lesson is usually for 35minutes, but may be broken down into smaller units depending upon the age of the child. Pupils are withdrawn from any subject, or as requested by the class teacher or parent, again depending on the age of the child.

Formal assessment does not normally take place until the child reaches Year2. A child may be monitored in Reception and Year 1 by the class tutor or parents have any concerns regarding their progress. Every child is individually assessed and placed on the most suitable programme to meet their specific needs.

COMMUNICATION WITH STAFF

The SENCO will maintain communication with all staff regarding the progress of each child on the Learning Support list and that all relevant paperwork is made available, maintaining confidentiality. The SENCO or Head teacher will organise meetings with staff to discuss any problems or additional information. The SENCO will meet regularly with the learning support assistants to discuss planning and progress regarding the pupils in their specific care.

COMPLAINTS

Parents are encouraged to discuss any concerns with the child's tutor, Head teacher or Learning Support staff. The Head teacher should be made aware of any concerns.

INDIVIDUAL AIMS AND OBJECTIVES

These will be specific to each pupil. Background information, reports from staff, parents or carers and the pupil all contribute to the formation of an IEP. Individual Long and Medium term aims are compiled and specific areas of



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focus are outlined. The IEP is reviewed on a regular basis. Individual targets are discussed with the pupil and allow for some flexibility in rate of progress.

Children are screened, using appropriate standardised and diagnostic tests, to enable them to start at the correct level on the selected teaching programme. Work relates to the IEP, to the individual long and medium term aims and to the specific individual targets. The teaching approach is flexible, in order that areas of difficulty may be addressed as they arise. Pupils work at their own level with the various teaching programmes. Lessons are on either a one-to-one basis or in Booster groups when deemed necessary.

LEARNING SUPPORT LESSONS

These are planned and directed by the SENCO.

Lessons do not follow a set format; however the following elements should be included:

- Teaching should be multi-sensory and incorporate concrete materials
- Review of skills and knowledge
- Structured cumulative acquisition of new skills
- Over-learning
- Learning should be child-centred and meta-cognitive
- Memory strategies should be included
- Pupils should be encouraged to work independently
- New skills/knowledge should be consolidated, e.g. the use of ICT games

A lesson would include a series of short, varied activities, but could alternatively focus on a single skill, such as reading, comprehension or a review of spelling patterns.

ASSESSMENT

Standardised and diagnostic tests are administered twice a year (Vernon's Spelling Test/Burt Word Recognition Test). The SEN process will be one of a graduated response of action and intervention. There is ongoing communication with all staff, parents and pupils. External specialists may also play a significant role in the assessment of pupils, which will be kept in a folder in SEN and the child's academic file in the Staff Room.

MONITORING/SCHOOL ACTION/SCHOOL ACTION PLUS

As an independent school, the way in which pupils are referred to as Monitored, School Action or School Action Plus needs to be clarified. These terms define the degree of SEN and its consequent provision. The following criteria relate to the terms, as are used at Rose Hill Westonbirt School.



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MONITORING

This will take place at any year group. These pupils have had no formal assessment. Class teachers are concerned with their progress. The SENCO may work with these pupils, concentrating on improving basic skills.

SCHOOL ACTION

These pupils generally have a milder and/or lesser degree of SEN. They will have been assessed by the SENCO but not outside agencies. The SENCO will support the class teacher in gathering information and will help to co-ordinate the child's special educational provision, working with the child's teachers, the literacy and numeracy co-ordinators, the parents and the child.

SCHOOL ACTION PLUS

Teachers and SENCO are supported by specialists from outside school that have assessed these pupils. They will have a greater or more complex SEN and will require more support.

STATUTORY ASSESSMENT

The Local Authority considers the need for a statutory assessment and, if appropriate, makes a statement of SEN and arranges monitors and reviews provision.

CURRICULUM CONTENT

- Literacy
- Numeracy
- Processing, Memory and Perceptual Skills
- Problem Solving/Thinking/Study and Organisational Skills
- Fine Motor Skills
- Social/Emotional Skills

LITERACY:

Skills areas:

- Reading: accuracy, comprehension, vocabulary
- Spelling: accuracy, word usage grammar, meaning
- Dictionary skills: reference, vocabulary, meaning and word usage, alphabet
- Writing: sentence and text; format, presentation, content, punctuation, grammar
- Spoken Language: expression, vocabulary, word usage, understanding
- Handwriting and presentation: page layout, letter formation, cursive script, typing skill



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NUMERACY

Basic skills:

- Basic number concepts and sequences
- 4 operations: + - / x: symbols meaning, functions
- Tables
- Mathematical language and terms
- Time
- Graphs
- Place value
- Fractions, Ratios, Decimals
- Problem Solving

PROCESSING, MEMORY AND ORGANISATION

Many aids to processing are used throughout the teaching programmes, For example: timed activities, using stopwatch or egg timer, memory cards, flash cards etc. Pupils are encouraged to establish set routines and guidance is given regarding memory training and organisational strategies. Sequencing skills are practised to aid visual and auditory memory.

FINE MOTOR SKILLS

These include handwriting, pencil and pen skills, seating and hand position, as well as, manual dexterity and whole body balance.

Pupils may follow the dyslexia alphabet cursive script. Write from the Start/Teodorescu writing skills are used to develop fine motor and handwriting skills.

SOCIAL AND EMOTIONAL

Staff are sensitive to pupil's feelings and anxieties and time is always given to listen to any problem that may arise. Children are encouraged to question, research and reflect enabling them to raise their self-esteem and confidence.

Signed.....

Date.....

To be reviewed by