



Hayesfield Girls' School

Achieving Ambitions

Learning Support Policy

1. Definitions and aims

The School supports the concept of Special Needs, as set out in Government Legislation (ED. Acts 1981, 1988, 1993 Children Act 1989) and contained in LEA advice and guidelines.

Students with Special Educational Needs are those who experience significantly greater difficulty in learning than the majority of their peers and whose educational progress is thus hindered and may be limited. These students require special consideration in terms of curriculum and teaching provision and above that which might normally be expected to be available.

All teachers are teachers of students with Special Educational Needs and differentiate according to the needs of students in their classes. All departments recognise the entitlement of all students (*see Hayesfield EO Policy and National Curriculum*). Departments will ensure that with due regard to policies and philosophy of the School and the LEA, all students with Special Needs will be given every opportunity to gain access to the National Curriculum and will receive an educational experience which will allow them the opportunity to benefit from school life and realise their own potential to the full.

The School will continue to recognise that students of exceptional ability have special educational needs, and, where appropriate, will adapt the following guidelines to meet their requirements.

2. Objectives

Faculties will:

- identify the students with Special Educational Needs
- in consultation with Special Needs Support, staff will identify the needs of these students
- set learning/achievement targets for these students
- incorporate IEPs & SIS sheets into lesson plans, using the targets and strategies to:
 - plan suitably adapted TLS
 - implement suitably adapted TLS
 - offer alternative courses / curriculum where necessary
- monitor and review progress with Special Needs and teaching strategies
- regularly, contributing to reviews and IEPs
- keep appropriate records
- work with Special Needs Support Staff (including external agents) as appropriate
- liaise and work with parents
- identify a person within the department to attend the senco co-ordinator's meeting
- be willing to take part in In Service initiatives designed to meet the requirements of students with Special Needs

This Policy will be reviewed annually at the start of the Summer Term by all staff through representatives of the SENCO Team.

RATIONALE

Support is available to any student throughout the school who requires curriculum provision beyond that which is normally provided, in order to gain access to and benefit from a whole school experience.

Responsible to the Head Teacher and Governors, it is the responsibility of the Head of Faculty (Full Job Specification: Appendix 2a) to ensure that the school's policy is put into practice effectively.

The principle aim for the Faculty is to ensure that the particular special needs of individual students are met, through positive use of all the resources available through the school.

The intention is to enable all students, whatever their need, to benefit from access to a full curriculum and to the life of the school. There are, however, some areas on both sites of the school which would prove inaccessible to those who use wheelchairs. Students with Statements are fully integrated into the school unless it would be incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility.

The Faculty aims to ensure that the Government Law and Guidelines, particularly as expressed through LEA and "School Policies", in relation to provision for students with Special Educational Need are understood by the whole school community and that these requirements are put into practice for the benefit of all students, who experience these needs.

The Faculty works with staff, advising on suitable teaching strategies for individual student learning needs. It also works collaboratively with staff on the production of suitably adapted and differentiated teaching resources and on the development of Teaching and Learning Styles, which will enable students to take full advantage of the curriculum provided.

The Faculty involves parents at all stages of provision. Regular review meetings are held to discuss needs and identify suitable action. Parents are encouraged to support their children and work with them at home as part of the "Individual Education Plan".

The Faculty liaises and works closely with all external support agencies in order to provide the best possible provision tailored to meet individual student need.

STUDENT SUPPORT PROVISION

The Faculty recognises and supports the range of student needs and criteria for identification and assessment as set out in the New Code Of Practice: January 2002 and the Disability Discrimination Act.

Many students are aware of their difficulties and are anxious for support. Others are referred by staff or parents. Students are encouraged to discuss their learning and/or behaviour difficulties with Support Staff. They are helped to understand their needs; how they can improve their skills; develop coping strategies and recognise progress.

There are no special units, and no special classes, and students are given the opportunity to experience the curriculum range of their peers. At KS3 the schools' setting policy leads to the formation of some teaching groups, in which it is likely the majority of members may be low

achievers. It is the 'subject' responsibility to provide a suitable curriculum for all students. The Learning Support Faculty will provide guidance, advice and resources as requested.

It is recognised that there are many students who underachieve as a result of Specific Learning Difficulties, which may affect their achievement wholly or in part. Account is however taken of these problems when teaching sets are organised. Such students receive support for their needs through Individualised Learning Programmes or intervention programmes delivered to students with similar needs in small groups.

At KS4 every effort is made to ensure that those with Special Needs continue to access a full curriculum and to obtain recognised qualifications. Such provision is constantly monitored and reviewed in order to meet Student, Community and National need.

The Faculty is particularly able to provide for students with Moderate Behaviour Problems and Specific Learning Difficulties related to Learning Skills and Literacy.

Support is provided as recommended in the Code of Practice 2002.

Support for learning or behaviour management may be given through one or a combination of the following strategies:

- (i) one to one or small group withdrawal working on a structured and targeted programme
- (ii) in Year 7, small group intervention work instead of learning a modern foreign language
- (iii) in Years 8-9 small group work instead of learning a second modern foreign language
- (iv) at KS4 literacy, coursework and study support either instead of a GCSE option or during registration time
- (v) at KS5 literacy, coursework and study support are available at times negotiated with students
- (vi) supported self-study - work set marked and monitored regularly by support teacher
- (vii) in-class support:
 - (a) provided for students with Statements who are supported according to specific need in order to gain access to the curriculum. The support teacher does however lend support to all as required within the particular teaching group.
 - (b) provided for students at School Action and School Action Plus, to meet identified needs shown on the provision map (Watch Out list)
- (viii) encouragement of Faculties to provide suitably adapted curriculum. (eg. KS4 - Certificate Of Achievement and Entry Level Courses. ASDAN and Skillforce courses are available as options
- (ix) behaviour modification programmes for individuals and/or groups
- (x) adapted timetable, particularly at KS4, where a student may be disapplied from a particular subject, in order to give more attention to other subjects or work on Basic Skills or pursue vocational alternatives

- (xi) invited attendance at a lunch time “Reading Club”, taking part in a variety of activities to improve reading skills in the widest possible definition.
- (xii) Social Skills Training; Personal Management Classes

PROCEDURES AND RECORD KEEPING

THE REGISTER:

- will act as a record of all students with Special Needs both academic and/or emotional in accordance with the levels set out in the Code of Practice
- will be kept on the W Drive as 'The Watch Out' list
- will be up-dated at the start of each Academic Year and copies distributed to all staff through Faculty SENCOS
- will be regularly reviewed by HoF and the information made available to all staff
- will be formally up-dated each February and the amendments provided to staff through Faculty SENCOS

LEVELS OF PROVISION:

The levels of provision as set out in the Code of Practice will be followed.

WAVE 2 Provision

Students will receive extra support from a member of the Learning Support Faculty, following the prescribed, normal, structured provision (whether academic or behavioural). This includes, KS3 Units of Progress Synthetic Phonics, SRA Reading Workshop, Social Skills teaching, Anger Management Classes.

School Action

Students who do not respond satisfactorily to Wave 2 provision will be further provided for through a variety of interventions as shown on the Watch Out List. An IEP may be set up if the interventions are not enabling progress to be made.

School Action Plus

Further advice and provision will be sought from external support agents such as Educational Psychologist, Child & Mental Health Service and LEA EBD Support Service.

If necessary, further advice will be sought and a request for a Statement by the Local Education Authority will be made.

Statemented

Further support as a result of being the subject of a Statement of Educational Need will be provided in accordance with the needs as set out in the IEP.

LEARNING DIFFICULTIES

Identification, Assessment, Testing and Recording

From the start of Year7 a continuum of support is provided at all levels, based on the following information:

- *knowledge and information received by the Head of Faculty and the Head of Year, during transition meetings from KS2 to KS3.*
- *KS2 SATS levels received August/Sept*
- *SUFFOLK SCALE Reading Test and Blackwell Spelling Test taken in early September*
- *NFER Cognitive Abilities Tests (CATS) taken mid September*

It is recognised that Special Needs may be identified and require action at any point during a student's school career and every effort is made to ensure that such students receive appropriate support as soon as resources are available, in line with the Learning Support Faculty's policies.

*Where cognitive difficulties are concerned, it is recognised that Norm references testing should not be the sole criterion; however such testing does provide a measure of progress and added value. Thus the **SUFFOLK SCALE Reading Test** and **Blackie Spelling Test** are used along with other tests as appropriate, to measure progress. All students at KS3 take the tests in June as a method of screening. Students receiving support are also tested in February. The results are used as an indicator of literacy and learning skills and student progress in these areas.*