



Learning Support Policy

Aims of Policy

The Governing Body recognises the importance of the objective to provide for the needs of students with special educational needs. The policy, therefore, aims to ensure that the Governing Body:

- Works towards inclusion of all Students within the mainstream curricula and activities
- Provides equal opportunities within and outside School
- Ensures equal access to the National Curriculum and all other aspects of School life.

Provision

All teachers are teachers of pupils with Special Educational Needs (SEN). Teachers should deliver the National Curriculum programmes, or other recognised programmes of study, in ways that meet the particular requirements of their pupils, with effective guidance and support from the Learning Support Department.

The *National Curriculum Inclusion Statement* emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- Setting suitable learning challenges;
- Responding to pupils' diverse needs;
- Overcoming potential barriers to learning;

The *SEN Code of Practice* recognises four dimensions of need:

1. Cognitive and Learning Moderate Learning Difficulties, Specific Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.
2. Behaviour, Emotional and Social Difficulties Behavioural difficulties which may substantially and regularly interfere with the child's own learning or that of the class group.
3. Communication and Interaction Speech and Language difficulties and Autistic Spectrum Disorders.
4. Physical / Sensory Hearing Impairment, Visual Impairment, Physical and / or Medical Difficulties or Disabilities.

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Learning Support Policy [Continued]

A Graduated Approach

The School helps children with SEN through:

School Action

School Action is the additional and different provision the School makes to help the child make progress. This could be an individual programme such as Phonographix, Pen Pals, TAPS or Anger Management. It could also be extra time spent on counselling, time with the Family Liaison Officer, the Mentor or extra help and explanations from a Teaching Assistant or SEN Teacher. Small group work or classes such as the Gold Curriculum would also be provision through School Action.

School Action Plus

If a child is not making sufficient progress in spite of provision at School Action, it may be necessary to seek help from external services. They may offer advice, give training to staff or work with the child.

The external agencies currently involved with our children include:

- The Educational Psychologist
- Physiotherapy
- Bristol Learning Support Services
- Visual Impairment Service
- Hearing Impairment Service
- Occupational Therapy

School Action Plus Enhanced

The School receives a 'pot of money' called School Action Plus Enhanced [SAPE] and this is used to set up intervention and support programmes, or buy in some outside personnel to work with pupils or staff. For pupils to be SAPE level an outside agency, or a specialist has to have been involved.

School Action Plus Enhanced [Statementing]

A very small number of children may need the support provided through a Statement of SEN. This is a legal document and states the types of support a child should receive. The Statement is reviewed each year to see if the provision is still appropriate. If a pupil is given a Statement it means the Authority has put them on a Matrix of Needs. Pupils with Medical Statements, and/or complex needs, may be allocated all of their funding in their name so that their needs can be met. For others the programmes funded by SAPE may be sufficient interventions. A small number of pupils may require an application for a top-up to fund the extra support not provided under SAPE. Student Statements will indicate what support should be provided.

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Learning Support Policy [Continued]

Parents

Parents are encouraged to be in regular contact with staff in the Learning Support Department and all new parents with pupils on specialist support programmes have the opportunity to attend a Parent Workshop run by the Learning Support Department each year.

The Governors' Learning & Standards Committee

The *Governors' Learning & Standards Committee* has a role in overseeing and contributing to the work of the Learning Support Department. The Learning Support Department follows the same Self-Evaluation Procedures adopted across the School. The Committee will present an Annual Learning Support Report to the Governing Body.

Line Management

The Learning Support Department is line managed by a member of the Senior Leadership Team. Regular time tabled meetings take place.

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