



Luke 10 27- “ ‘Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind’ and ‘love your neighbour as yourself.’”

Drafted by: SENCo

Approved by Governors: Draft Learning and Ethos Committee

Reviewed: April 2016

Next Review: April 2017

To be reviewed by: Director of Learning. and Governors

This policy should be read in conjunction with all other policies and not as a standalone policy

St. Paul’s Catholic College Learning Support Policy

1. Objectives and Principles of Learning Support at St. Paul’s

St. Paul’s is an inclusive college and welcomes students of all races, cultures and abilities. The college will provide an appropriate curriculum that is both balanced and challenging for all students. The college will take all reasonable steps to ensure accessibility to the curriculum and the physical environment, for both disabled students and parents in line with the Disability Act. All students are encouraged to participate in the full range of extra curricula activities, including clubs, residential and day visits. The learning support policy reflects links with other whole college policies and departmental planning. The Code of Practice states that “Those students whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.” These are the students for whom support will be provide as outlined below.

1.1 Roles and Responsibilities

The Governing body:

- ☐ will work with the Headteacher to ensure that the college provides an appropriate curriculum that is both balanced and challenging for all students. The progress of students identified with learning difficulties according to the Code of Practice 2014 will be monitored and a report presented to parents at the AGM.

The Headteacher ensures that :

- ☐ the department successfully identifies and supports students on the learning support register drawn up in line with the Code of Practice.
- ☐ the department monitors students successfully and provides support to subject teachers.
- ☐ there is good communication between the department and external bodies

SENCO and Assistant Subject Leaders for Inclusion:

- ☐ will report to governors and Headteacher on the support given to students throughout the college.
- ☐ Provide information for staff and parents through the Learning Support Register, IEPs / annual reviews and appropriate meetings.
- ☐ Support Subject teachers in their planning and teaching of students with learning difficulties.
- ☐ Monitor the support provided by the Learning Support Assistants (LSAs) in class.
- ☐ Provide inset opportunities for all staff and provide training opportunities for LSAs.
- ☐ Link successfully with all necessary external bodies.

Teachers:

- ☐ should be aware of the students on the learning support register.
- ☐ Should be aware of the responsibilities they have to be teachers of students with additional needs.
- ☐ To provide appropriate Access Arrangements for any students in their class who qualify.
- ☐ should ensure that suitable learning challenges are presented to all students and potential barriers to learning are addressed in accordance with the College Teaching & Learning Policy and the Disability Discrimination Act (Please see the college Accessibility plan and the college framework for implementing the Disability Discrimination act).

Learning Support Assistants:

- ☐ should be aware of the students on the Learning Support Register and the targets set on the IEPs for the students they support.

The following have management roles in the Learning Support dept.

SEN governor Mrs B. Heppell

Line Manager Mrs S Homer

SENCo Ms E Wilkinson

Assistant Subject Leaders of Inclusion Mr C Rowe and Mr C Connaughton

2. The identification, assessment and monitoring of the provision made for all students with special educational needs.

All teachers, under the Code of Practice 2014, take responsibility for being teachers of students with Additional Educational needs. As a result Quality Teaching First is the priority for all classroom teachers.

2.1 The following whole college assessments are used to identify and monitor students with special educational needs

- ☐ Year 6 SATs are used to set up literacy and numeracy groups in line with the literacy and numeracy strategies.
- ☐ Primary schools complete information forms which are used for initial placement of students on the Learning Support Register.
- ☐ Learning Support Assistants support the whole of year 7 for the first 2 weeks of term monitoring the transition of the new students.
- ☐ Year 7 students are screened for reading comprehension and spelling.
- ☐ Year 9 and Year 12 Access Arrangements testing
- ☐ Ongoing testing during KS3 and 4 for newly identified students.
- ☐ Progress grades and profiles sent home to parents during each academic year

2.2 Students identified as having special educational needs are placed on the Learning Support Register. This is a moving register with students leaving the register once extra support is no longer appropriate.

2.3 The following model of action and intervention will be used to move pupils towards independent learning.

- ☐ **EAL:** Students who speak English as an additional language to their native language. This is particularly significant for students who have been in the UK for less than 2 years as it has implications for exam Access Arrangements and support.
- ☐ **Additional Educational Needs:** Student has been identified as needing some additional support. Some in class support / small group withdrawal work may be appropriate. If progress is not made specialist support may be requested to assess and provide strategies to help support the student within the school setting. The college and the specialist services will plan a range of different teaching approaches/ equipment/ materials to meet the student's needs. A greater level of in class support will be provided. One-to-one withdrawal work may be appropriate.
- ☐ **SEN Statement or Educational Health Care Plan (EHCP):** The Learning Support Department will be involved in monitoring and setting targets for these students. All students undergo an Annual Review process as set out by the LEA and supported by the Learning Support Department. Support will be met as detailed in the individual statement as well as some additional support provided from school money.

2.4 All students placed on the register will have some form of IEP (individual education plan) or TP (target plan). At sixth form students may also have a Personal Learning Plan (PLP). These documents record what is different or additional to the normal differentiated curriculum provision in subjects. IEP's are reviewed on a 6-12 month basis depending on the specific needs of the student involved. PLP's and TP's cover the Key Stage and detail support, Access Arrangements and general needs. Subject teachers, tutors and learning support staff, outside agencies, students and parents will be asked to comment on progress made and participate in the setting of new short- term targets.

2.5 The progress of students identified through 2.1 will continue to be monitored and assessed through:

- ☐ literacy screening through the use of Accelerated Reader Programme takes place in the autumn and summer term for Year 7 and 8 students. Subject teachers are given the results of the literacy testing to direct the use of text in class. Specific students in Years 9 to 11 will also have testing due to less progress in their reading ages than would have been expected.

- ☐ spelling ages which are tested in the autumn term of Year 7 and interventions of support put in place as is appropriate.
- ☐ testing for Special Arrangements for external exams. This starts in the summer term of year 9 and continues in year 10 at the start of GCSE/ GNVQ exam courses. Exam support is continued into the sixth form.
- ☐ regular monitoring of students use of Access Arrangements is organised through the use of green pens for extra time, observations in exams, and student/staff feedback.
- ☐ IEP reviews (see 2.4)
- ☐ LSAs record student's progress on the learning support data base for students.
- ☐ Interventions are recorded on the Provision Mapping section of the Gateway.
- ☐ RAGG and EIG.
- ☐ Year 7 students identified as needing some social communication support will be screened for joining a social communication group. This will be continually monitored by a specialist teacher for year 7 and 8.

2.6 St Paul's abides by the SEND code of practice: 0 to 25 years (2014) and the Disability Discrimination Act 1995 to accommodate all students regardless of disability within the mainstream school and GCSE exams. Adjustments are made for a students needs in line with the Access Arrangements testing and the JCQ guidelines - Adjustments for candidates with disabilities and learning difficulties. Where students require a quiet room due to their disability, provision is made within the Learning Support Department. A prompt, scribe, reader, or laptop are given at the discretion of the qualified specialists.

2.7 Students may undergo assessments from external agencies. The advice given will be reflected in the support provided. Disapplication or modification of the national curriculum may be appropriate.

2.8 Learning Support Assistants support students placed on the Register by providing:

- ☐ In class support
- ☐ Support for small groups including catch up groups in KS3 and curriculum support groups in KS4.
- ☐ Wave 2 and 3 interventions including numeracy, literacy, ASC support, touch typing, social communication, counselling.
- ☐ 1-1 support for individual learning programmes.
- ☐ Lunch/Break time support for students in Room 120.
- ☐ Morning registration reading support
- ☐ Access Arrangement support during external exams
- ☐ Support students on work placements/ taster days at colleges.
- ☐ Clear support during times of transition

3 College staffing policies and partnerships with outside agencies

3.1 Regular INSET is delivered to all staff on specific learning difficulties e.g. Dyslexia, ADHD, Autistic Spectrum Disorder, Dyspraxia, Speech and Language difficulties. The Inset is organised by the SENCo. Outside agencies are consulted / contribute to college inset. The outside agencies include:

- ☐ Advisory teachers

- ☐ Educational Psychologist
- ☐ Speech and language therapy service
- ☐ Occupational therapist
- ☐ Sensory impairment team
- ☐ Specialist support teachers
- ☐ Speech and language therapist
- ☐ Physiotherapists

3.2 Information is provided for all staff on new students. Information sheets on specific learning difficulties are available for all staff. Teachers are given the results of the literacy testing carried out by the department. All this information is available for staff to view on the learning Gateway, alongside information regarding IEPs and Access arrangements.

3.3 Learning Support Assistants are encouraged to gain further relevant qualifications and develop their support skills through the performance development cycle. Advice and support may also be provided by outside agencies e.g. LSAs recently received Inset from the speech and language support team.

3.3 Newly appointed Learning Support Assistants will spend time with a mentor. Written information on how to support students with different specific needs will be provided.

3.4 Training through WSCC will be made available for LSAs to attend.

3.5 Links are made with the local special schools, to provide support and mixed placements for individual students where necessary although this is very rare. This provides opportunities for:

- ☐ Staff to gain information on supporting specific learning difficulties.
- ☐ Students to spend time at the schools either short or long term.

4 Students are supported when transferring to St. Paul's and moving on to post 16 education or university.

Transition support is provided for students moving from primary to secondary, and onto post 16 or University education. When necessary, support is provided for students moving to new schools mid-year.

4.1 Liaison is made with primary schools for students with EHCP's through visits in Year 4 and 5 and the Annual Reviews in year 6. The completion of secondary transfer forms details other students on the Learning Support Registers at Primary school. The department has LSAs trained to work with students through transition.

4.2 Additional visits are arranged in year 6 to ensure smooth transfer to St. Paul's for individual students. These can be as a group or on a 1-1 basis depending on the needs of the students transferring.

4.3 Parents attending the year 7 induction evening are invited to discuss their child's transition to St. Paul's.

4.4 Meetings are set up with the parents of students with EHCP's to discuss their child's IEP and initial transfer needs.

4.5 A Transition Plan begins at the year 9 Annual Review for Students with an EHCP. Any relevant external professionals are invited to attend this.

4.6 Career interviews are organised for all students from Year 9 upwards to ensure the correct support is in place when planning their future placements.

4.7 Assistant Subject Leaders of Inclusion and the school SENCo provide the internal and where necessary, external advisors with information about students on the schools EAL and AEN registers so support can be provided in the transfer to post 16 and university/College/Apprenticeship Education. The provision may include

- ☐ Organising taster courses\ bridging courses at local colleges
- ☐ Advising on year 12 work experience
- ☐ Providing advice on day release opportunities

4.8 Information is passed on to post 16 colleges when requested and students are supported with this transition through visits and discussions with parents.

5 Parents have a vital role to play in supporting their child's education

5.1 All parents are informed if their child has an identified learning difficulty and is on the Learning Support Register

5.2 Parents are invited to take an active role in contributing to the target setting and evaluation of the IEP' and TP's. Parents are actively encouraged to comment on their students TP's and PLP's and these are available to staff.

5.3 Parents of students with an EHCP are invited to contribute to the Annual Review process.

5.4 Parents are encouraged to contact the Learning Support Department if they have specific support issues. Appointments can be made to discuss these issues, either individually or at the Parents' Consultation Evening (see whole college policy for normal contact).

5.5 Parents are made aware of the West Sussex Parent Partnership Service.

5.6 Parents are invited to meet in school with outside agencies so that all parties are included in the planning process for individual students.

5.7 Complaints will hopefully be resolved promptly. Any formal complaint needs to be made to the Governors as described in the whole college policy. The Learning Support Governor is Mrs Bernadette Heppell.