



Learning Support Policy- Junior/Infant School

Introduction

This policy is in line with the revised Code of Practice.

We provide a broad and balanced curriculum for all children. The IB Primary Years Programme and the Primary Framework are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they need learning support and require particular action by the school.

These requirements are likely to arise as a consequence of a child needing learning support. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may need learning support either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with learning support needs takes account of the type and extent of the difficulty experienced by the child.

Aims and Objectives

The aims of this policy are:

- to create an environment that meets the learning support needs of each child;
- to ensure that the learning support needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's learning support needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education.

Educational inclusion

We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that

they are a valued part of our school community. Through appropriate curricular provision we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through a wide range of experiences;
- planning for children's full participation in learning and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;

Learning Support Needs

Children who require learning support have learning difficulties that call for special provision to be made. All children may require learning support at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities.

All of the children who join our school have already attended an early education setting. In a few cases children join us with their needs already undergoing assessment. All our children are assessed by the class teacher during the first term, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. We maintain a 'Child of Concern' register which is updated at least once per term. All staff input into this process and we record and monitor children who do not necessarily require a Learning Target Record (LTR), but do need surveillance.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the School's usual working practices. The Learning Support coordinator will keep parents informed and draw upon them for additional information and will then take the lead in further assessments of the child's needs.

We will sometimes record the strategies used to support the child within a Learning Target Record (LTR). The LTR will show the short-term target(s) set for the child and the teaching strategies used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases this review will take place twice a year. At this stage, or in some cases earlier, we may involve our Learning Support teacher who

would, with parental consent, withdraw a child for a certain amount of time each week, to work on a one to one or group basis.

If the LTR review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the Junior/Infant School by external support services. This may lead to additional or different strategies to those at School. External support services will provide information for the child's new LTR. The new strategies within the LTR will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for an Educational Psychologist assessment will be made. A range of written evidence about the child will support the request.

At the Junior/Infant School the Learning Support coordinator:

- manages the day to day operation of the policy;
- co-ordinates the provision for and manages the responses to children's learning support needs;
- supports and advises colleagues;
- oversees the records of all children with special education needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies in conjunction with the Head of Juniors/Infants;
- monitors and evaluates the learning support provision;
- manages a range of resources, human and material, to enable appropriate provision for children with learning support needs;
- contributes to the professional development of all staff.

Allocation of resources

The Learning Support coordinator is responsible for the operational management of the specified and agreed resourcing for special needs provision within the Junior/Infant School, including the provision for children with statements of special educational needs.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the Learning Support coordinator assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The Learning Support coordinator works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the Junior/Infant School. The class teacher and the Learning Support coordinator can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

We seek a range of advice before making an application for a formal statement. The needs of the child are considered to be paramount in this.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

Learning Target Records (LTRs), which employ a small-steps approach, feature significantly in the provision that we make in the Junior/Infant School. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership with parents

The Junior/Infant School works closely with parents in the support of those children with learning support needs. We encourage an active partnership through an ongoing dialogue with parents.

The Learning Support coordinator and class teacher have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Monitoring and evaluation

The Learning Support coordinator monitors the movement of children within the SEN system in the Prep School.

The Learning Support coordinator is involved in supporting teachers involved in drawing up Learning Target Records (LTRs) for children.

Signed: S.C James

Date: September 2009