

Gateways School Learning Support Policy

Rationale

Gateways School welcomes pupils with wide ranging academic abilities. The school strives to provide a full and balanced curriculum for all its pupils in a professional and caring environment. Learning support is a valuable resource in meeting this provision. A pupil is considered to require learning support if she has significantly greater difficulty in learning than the majority of pupils in her year group or she has a disability which either prevents or hinders her from making use of the educational facilities of a kind usually provided for pupils of her age.

Purpose

1. To state that all pupils are valued equally, each pupil is encouraged to develop her academic potential to the full and achievement is celebrated wherever it occurs
2. To ensure that the academic needs of pupils requiring learning support are identified and on the basis of staff consultation and pupil assessment that appropriate provision is made
3. To guarantee that those pupils with SEN receive their full entitlement in terms of a broad, balanced and differentiated curriculum
4. To create a framework of support that enables subject teachers to respond appropriately to the academic needs of pupils requiring learning support
5. To provide support for pupils whose first language is not English, and identify through assessment, those students who may require further support in addition to that supplied to achieve this purpose
6. To enable pupils receiving learning support to benefit fully from their education and to ensure that their needs throughout, or at any time, during their school career will be addressed

Guidelines: High School

1. Entrance assessments, CAT scores, SATs results (if available) and any previous school records provide initial evidence for the assessment of learning support requirements. MidYIS testing takes place in the first week of the autumn term. D quartile pupils are identified and monitored carefully
2. Setting in English, Mathematics and Science is arranged so that pupils receive appropriate levels of challenge regardless of ability levels. To provide immediate support the lowest set in English is taught by the learning support coordinator for the first year. If appropriate/possible, support is also given to the lowest Maths set
3. Through differentiation in other subjects, pupils are provided with work suited to their academic ability and are continually encouraged to explore different areas of the curriculum.
4. Pupils receiving learning support at Key Stage Three generally use the time released by a reduction in their modern foreign language provision. These lessons are spent in one to one or small group sessions with the learning support coordinator focussing on literacy, numeracy and /or study skills as appropriate
5. Pupils receiving learning support at Key Stage Four generally use the time released by a reduction in the number of GCSEs studied, to enhance the quality of their work
6. Staff concerns about individual pupils are taken to the learning support coordinator who will consult with whole staff

7. If children with English as an additional language make slow progress, this may not be because of their language status. They may have learning difficulties. Following information gathered from all aspects of a pupil's performance in school, an assessment may be requested. The information about their language skills obtained in this way will form the basis of all further work with them both in assisting their learning difficulties and in planning any additional language support that is needed.
8. The learning support coordinator attends Academic Committee meetings each half term so that pupil progress is monitored. An updated list of pupils recommended to learning support is posted in the staff room.

Guidelines: Prep/EYFS

1. Baseline assessments are used as a basis for tracking pupils through the Early Years Foundation Stage into Prep and are used to inform future planning with differentiation.
2. Admission tests, CAT scores and any previous school records provide further evidence for the assessment of learning support requirements.
3. Setting in English and Mathematics is arranged so that pupils receive appropriate levels of challenge regardless of ability levels. The learning support coordinator offers support to set 2 pupils when/where possible.
4. Learning support in Prep focuses on development of literacy and/or numeracy skills. It takes place in one-to-one or small group sessions inside or outside the classroom as appropriate. Support staff, working under the direction of the class teacher, supervises these.
5. Through differentiation in other subjects, pupils are provided with work suited to their academic ability and are continually encouraged to explore different areas of the curriculum
6. Depending on need, Individual Education Plans (IEPs) are drawn up for noted SEN pupils, by the class teacher. The learning support coordinator has more detailed ones for statemented/ school action plus and/or school action pupils.
7. Staff concerns about individual pupils are forwarded to the learning support coordinator through the 'Green File' system. The learning support coordinator discusses these concerns with the class teacher and a decision is made on an appropriate course of action. The whole staff is informed of this at weekly staff briefings. A list of pupils noted by the learning support department is posted in the staff room.
8. If children with English as an additional language make slow progress, this may not be because of their language status. They may have learning difficulties. An assessment may be requested and the information about their language skills obtained in this way will then form the basis of all further work with them both in assisting their learning difficulties and in planning any additional language support that is needed.
9. Parents are consulted before any form of assessment by the learning support coordinator is undertaken and are fully informed of the outcome.

Conclusion

This policy should be viewed in conjunction with Gateways' Teaching and Learning Policy, Curriculum Policy and EYFS Policy. The Academic Committee, Director of Studies (Prep) and Head of Pre-prep will review it annually. It is devised to give equal opportunity and access to all pupils in line with Gateways' inclusion and disability policies.