



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 he/she has significantly greater difficulty in learning than the majority of pupils in his/her year group or if he/she has a disability which either prevents or hinders him/her from making use of the educational facilities of a kind usually provided for peers.

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 an Education, Health and Care plan (EHC plan) 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 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.
3. Pupils with an EHC plan should receive the correct support as outlined in that statement and its annual review.
4. 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.
5. Pupils receiving learning support at Key Stage 3 generally use the time released by a reduction in their foreign language provision or another subject with agreed by parents and school. These lessons are spent in one to one or small group sessions with the Head of Learning Support/Learning Support Assistant, focussing on literacy, numeracy and /or study skills as appropriate and/or specific intervention programmes
6. Pupils receiving learning support at Key Stage 4 generally use the time released by a reduction in the number of GCSEs studied, to enhance the quality of their work and have support in particular subject areas, with revision and the use of specific intervention programmes
7. Staff concerns about individual pupils are taken to the Head of Learning Support who will consult with whole staff
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. 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.
9. The Head of Learning Support holds a weekly Pupil Update meeting. An updated list of pupils recommended to learning support is available on the management drive in Learning Support.
10. 'Pupil Support Strategies' on individual pupils are available to staff on the management drive.

Guidelines: Prep/EYFS

1. EYFS levels of progress 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 Head of Learning Support/LSA offers support to 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 H of LS and/or the class teacher, supervises these. Specific intervention programmes are used as well if needed
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 Support Strategies are drawn up for noted SEN pupils, by the class teacher. The H of LS has more detailed schedules for pupils on the Learning Support Register and with an EHC plan.
7. Pupils with an EHC plan should receive the correct support as outlined in that plan
and its annual review.
8. Staff concerns about individual pupils are forwarded to the H of LS through the 'Pupil Update' system which is computer generated. The H of LS 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 on the Prep Drive under Learning Support and each class teacher is responsible for updating their own Class Learning Support Register
9. 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.
10. Parents are consulted before any form of assessment by the H of LS is undertaken and are fully informed of the outcome.

Reviewed Spring 2018

Next review Spring 2019

Conclusion

This policy should be viewed in conjunction with Gateways' Teaching and Learning Policy, Curriculum Policy, EAL Policy and EYFS Policy. The Assistant Head of High School, Head of the Preparatory School and Head of Early Years will review this policy regularly. It is devised to give equal opportunity and access to all pupils in line with Gateways' ethos and in line with the Equality Act 2010.