



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 a significantly greater difficulty in learning than the majority of others of the same age'; 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' (*Children and Families Act 2014*).

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.

Appendices

Appendix A – Access to Learning Support procedure for High School.

Appendix B – Access to Learning Support procedure for Prep School.

Reviewed Spring 2023
Next review Spring 2024

Guidelines: High School (See appendix A)

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 this should be reviewed annually.
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 prior agreement between parents, SENCo and school. These lessons are spent in one to one or small group sessions with the Head of Learning Support or Learning Support Tutors focussing on gaps in core subject knowledge, study skills 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 (predominantly by reduction of a foreign language or another subject with permission), to enhance the quality of their work and have support in core subject areas, with revision and the use of specific intervention programmes.
7. For children with English as an additional language, information is gathered from all aspects of a pupil's performance in school, as well as information about their language skills, and will form the basis of any additional support which benefits their overall curriculum learning.
8. Staff concerns about individual pupils are taken to the Head of Learning Support who will consult with whole staff and triangulate with parents and professional bodies where relevant.
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 Passports' for individual pupils are available to staff on the management drive.
11. Any screenings completed in school with a pupil must be previously discussed and agreed between form tutors, parents and the Head of Learning Support.

Reviewed Spring 2023
Next review Spring 2024

Guidelines: Prep/EYFS (See appendix B)

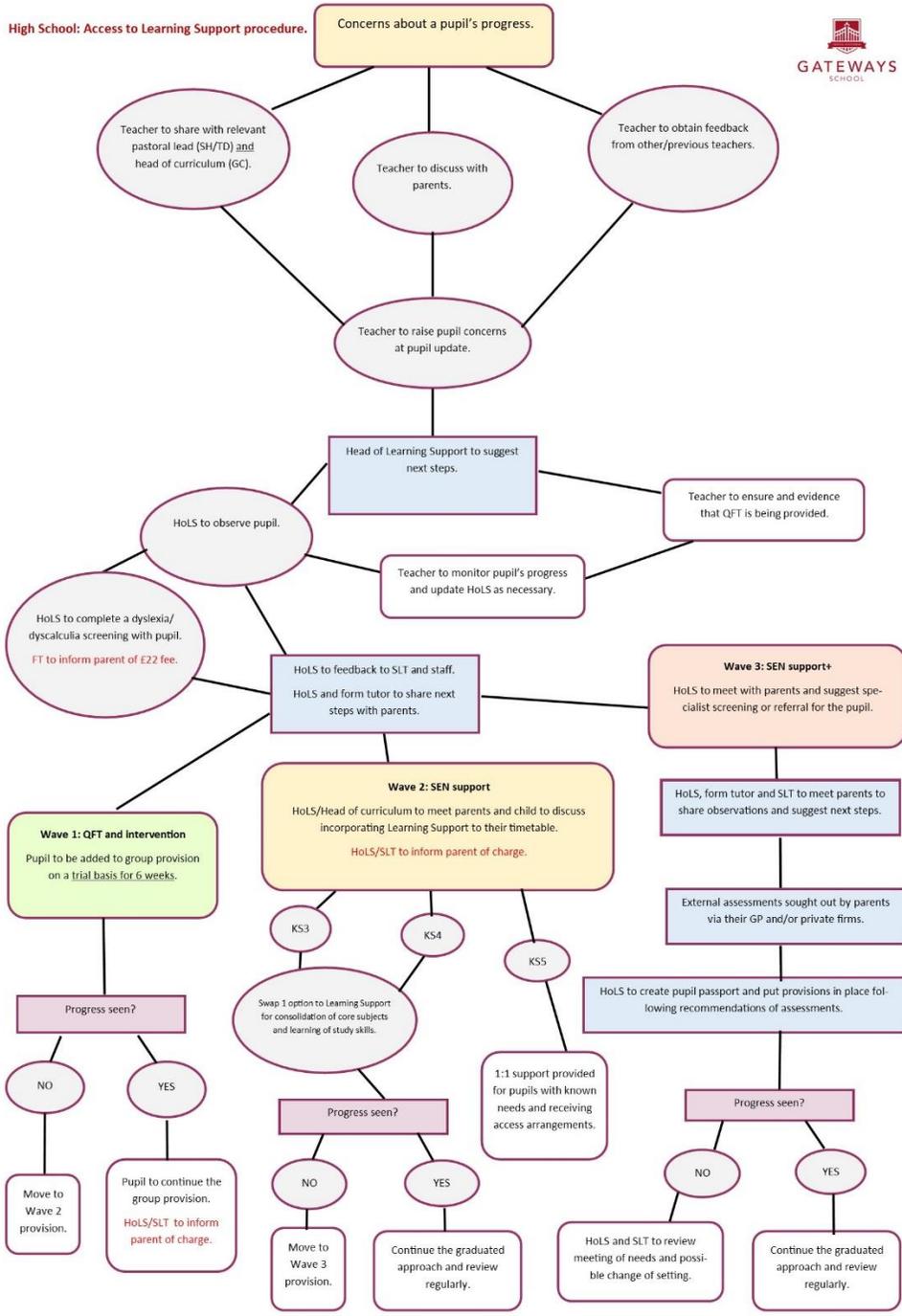
1. EYFS levels of progress are used as a basis for tracking pupils through the Early Years Foundation Stage into Prep and are used to inform future planning with differentiation.
2. Admission tests, CAT scores and any previous school records provide further evidence for the assessment of learning support 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 Head of Learning Support and/or the class teacher, supervise 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. Staff concerns about individual pupils are taken to the Head of Learning Support who will consult with whole staff and triangulate with parents and professional bodies where relevant.
7. 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.
8. Depending on need, 'Pupil Passports' are drawn up for noted SEN pupils, by the Head of Learning Support. The H of LS has more detailed information and recommendations for pupils on the Learning Support Register and with an EHC plan.
9. Pupils with an EHC plan should receive the correct support as outlined in that plan, and this should be reviewed annually.
10. For children with English as an additional language, information is gathered from all aspects of a pupil's performance in school, as well as information about their language skills, and will form the basis of any additional support which benefits their overall curriculum learning.
11. Any screenings completed in school with a pupil must be previously discussed and agreed between form tutors, parents and the Head of Learning Support.

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Next review Spring 2024

Conclusion

This policy should be viewed in conjunction with Gateways' Teaching and Learning Policy, Curriculum Policy, Equal Opportunities Policy, EAL Policy and EYFS Policy. The 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.

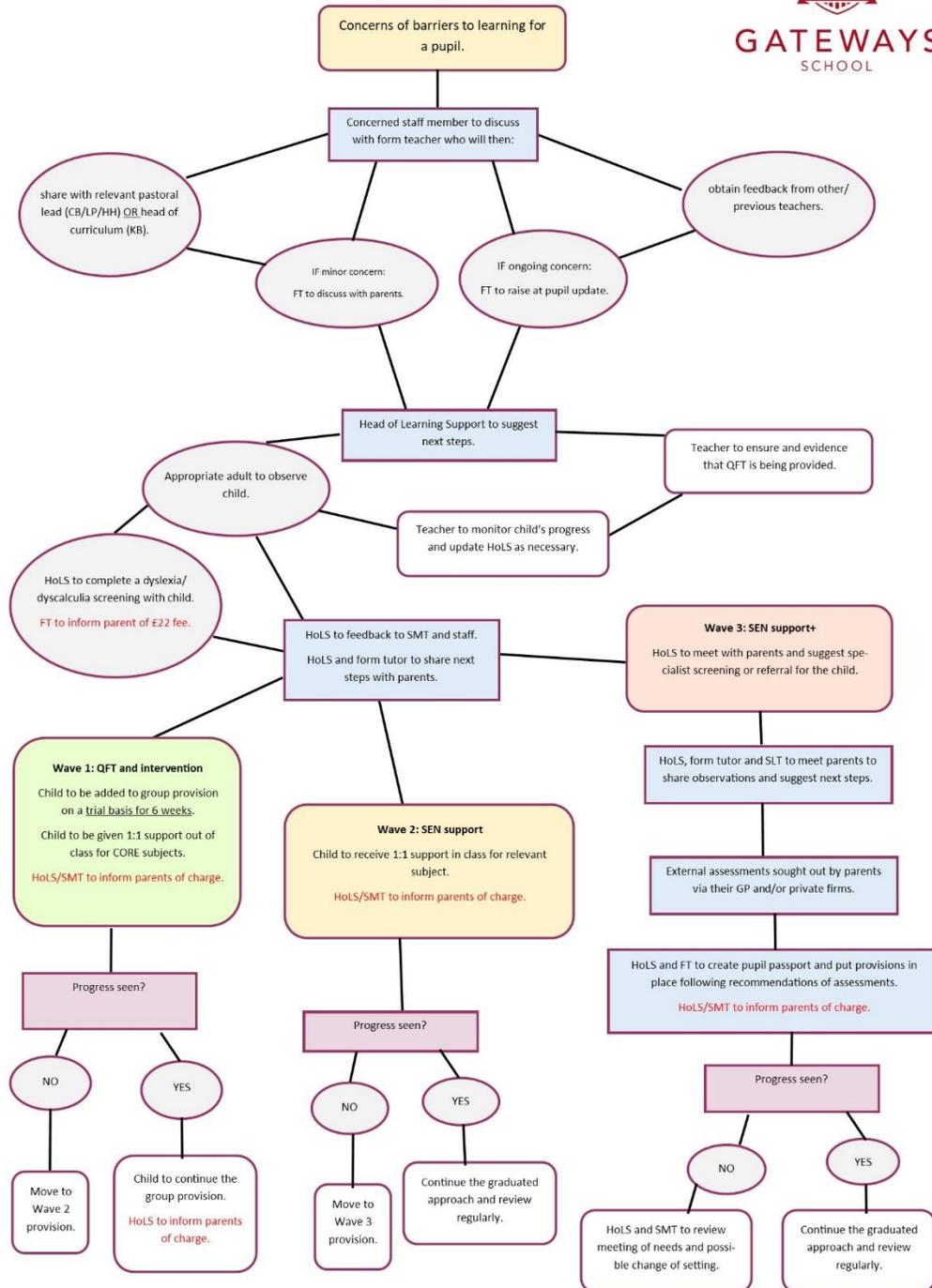
Appendix A: Access to Learning Support procedure for High School.



Reviewed Spring 2023
Next review Spring 2024

Appendix B: Access to Learning Support procedure for Prep School.

Prep School: Access to Learning Support procedure.



Reviewed Spring 2023
Next review Spring 2024