

NORFOLK HOUSE SCHOOL: Learning Support Policy

1. Background

Norfolk House School is a non-selective school for entry into its Reception class, but an academically selective school when admitting pupils into years 1 – 6. The School is absolutely committed to addressing the needs of each and every pupil. The aim of this policy is to provide a framework for the support of learning throughout the School. The School maintains a learning support register.

2. Aim of the School's policy (DCSF Standard 1. (2) (b), (e), (i); 1. (3) (d))

Norfolk House School aims to enable pupils with Special Educational Needs (SEN) to achieve their full potential by:

- Working with the pupils concerned to enhance their learning skills and abilities;
- Working with their teachers to ensure the best programmes of study for each pupil;
- Working with outside agencies, where necessary, to enable the greatest access to opportunities for pupil progress in their schoolwork and in their future study.

3. Objectives of SEN provision

- To provide appropriate material resources, dedicated support and suitable advice to support pupils with SEN who are on the Learning Support Register;
- To develop a partnership with all members of the teaching staff to ensure that there is a positive approach to the learning of those with SEN;
- To maintain close links with the parents/guardians regarding the progress of those who are on the Learning Support Register.

4. Staffing

The Learning Support Coordinator for the whole School is Mrs Gemma Osborne.

5. Admissions policy

Admission to the School in Reception is by interview with the Headmaster; pupils wishing to enter the school in higher years must also undergo an academic assessment. The School must feel confident that a prospective pupil will benefit from the education offered so that there is no reasonable doubt at the time of admission that s/he will have a complete, happy and successful school career.

Both at the application stage and also later in the admissions process, parents are given the opportunity to notify the School of any disability or special educational needs affecting their son or daughter of which the School should be aware. The parents of a pupil with an existing SEN, an Educational Psychologist's report and/or an Educational Statement are requested to submit copies of such papers to the Headmaster who will then consult with the Learning Support Coordinator and relevant Form tutor. This information may result in the School being unable to offer an adequate level of support.

If a pupil is accepted into the School with known specific educational needs, the School (acting on the advice of the Learning Support Coordinator) will do all it can to meet those needs. The School will agree with the parents and pupil how the needs of the pupil can best be met. If a pupil is accepted into the School and their needs become identified at a later stage, the School will assess how best to meet those needs in consultation with the parents and the pupil.

6. Identification of pupils with SEN

The School aims to identify pupils with SEN or those for whom learning support would be valuable in the following ways:

- By the receipt of information from a previous school or other educational establishment;
- By the provision of information by parents as described above;
- By the raising of concerns from members of staff about the learning progress of a pupil.

In these cases all staff should be aware of their responsibility to refer concerns to the learning support department by means of the procedure identified below.

7. The Learning Support Register

The Learning Support Register records the current status of all those pupils within the School who are under the responsibility of the Learning Support department. The Register is reviewed regularly and includes not only the nature of the pupil's difficulty, but also guidance for teachers about how to offer support. The Register is issued to all relevant staff at the beginning of the academic year and updates are then available for staff inspection.

8. Support for pupils

Pupils receive support for their learning at Norfolk House as follows:

Stage 1: Concern raised. Concerns may be raised by any member of staff at any stage in a pupil's career. Concerns should be discussed with the child's other teachers, and further discussions should take place in the relevant Key Stage meeting. A decision is then made whether to refer the child to the Learning Support Coordinator.

Stage 2: Appraisal meeting. The Learning Support Coordinator will discuss with the relevant teacher the most appropriate initial strategy; this may involve a meeting with the child or a series of lesson observations. A range of diagnostic tests may be used in the meeting with the child.

Stage 3: Assessment of pupil needs. In the light of the appraisal meeting, a senior teacher (probably Key Stage Head) and Learning Support Coordinator will discuss the needs of the pupil with the Form Tutor or referring teacher. At this stage it will be usual for some feedback to be given to parents on the outcome of the appraisal; the Headmaster will most probably be involved at this stage. If necessary the pupil will then be placed on the Learning Support Register and the level of support required will be determined.

Stage 4: Pupil in Learning Support. Pupils may be offered learning support lessons on either a regular or occasional basis. These lessons will be offered on a one-to-one or small-group basis and will require the pupil to be withdrawn from scheduled academic lessons. Staff are expected to release pupils from scheduled lessons in order to take part in Learning Support lessons. It may also be decided that the Learning Support Coordinator will be used only in an advisory capacity.

Stage 5: Preparation of IEP. At an early stage in the work carried out by the Learning Support Coordinator, an Individual Education Plan (IEP) will be prepared and circulated to relevant teachers. This will aim to highlight targets for both the pupil and his/her teachers in order to enable learning to be more effective. IEPs will typically have three to four targets per term. The IEP will also discuss strategies and resources, as well as how the success of the IEP is to be determined.

Stage 6: Consideration of extra assistance. As part of the assessment of a pupil under the Learning Support department, it may be necessary that further assessment of need be carried out with the aim of checking that all assistance possible can be offered. This may include the use of an Educational Psychologist. The School can recommend a number of Educational Psychologists to parents. All costs associated with an educational psychologist assessment must be met by the parents.

Stage 7: Recording and reporting. Records of a child's progress or any issues that have arisen in Learning Support sessions are kept by the Learning Support Coordinator. These may be brought up in the bi-weekly Key Stage meetings which are a forum for issues relating to the children and to Learning Support in general.

Learning Support reports are sent to parents twice yearly – at the end of the Autumn Term and at the end of the academic year. Parents can meet with the Learning Support Teacher during Parent Consultations in the Spring Term. Should any issues need discussing with parents at other times, meetings will be arranged.

Outcomes of work planned in children's Individual Education Plans are recorded on the document at the end of each term.

Stage 8: Conclusion of programme of support. At the end of a defined period, the regular lessons of support for most pupils are concluded and a review is carried out of their progress. They will continue to be recorded on the Learning Support Register and, where appropriate, their IEPs will continue to be reviewed on a regular basis. Whilst they may not continue to be seen by the Learning Support Coordinator on a weekly basis it is possible for them to be assessed or reviewed by the department at any subsequent stage in their school career.

9. Support for teachers

All teachers are supported in their teaching of pupils with SEN in the following ways:

- Staff INSET (at regular intervals);
- Information contained in the Learning Support Register
- Advice given within whole-school or Key Stage meetings, by the Learning Support Coordinator, when it is clear that there are particular issues relating to a child
- In-class observation of pupils with SEN and subsequent feedback from the Learning Support Coordinator (especially when particular learning or behavioural issues are identified)
- Provision of IEPs for pupils who are receiving regular support from the Learning Support Department; teachers are aware of these IEPs for the pupils they teach, and must read them, and act on advice and strategies recommended by the Learning Support Coordinator, insofar as they are relevant to their pupils.

10. Assistance from outside agencies

Norfolk House School can provide parents with names of a number of Educational Psychologists and other advisers who are able to assist when required in additional support for pupils with SEN. It is the responsibility of parents to engage the services of an external Psychologist or other professional and to cover all costs relating to the consultation and report.

Where a pupil has a Statement of Needs prepared by the LEA, the School will work with this body to ensure that the provisions of the statement are addressed and that the relevant IEPs are prepared and enacted according to the relevant statutory requirements. (DCSF Standard 1.

(2) (e)). It is the duty of the Learning Support Coordinator to advise teachers on the particular needs of the pupil and the recommended strategies for teaching him/her.

11. Pupils with EAL needs

The School conducts its learning in English and there is an expectation that all pupils will be able to communicate effectively in English. There are a number of pupils in the School who have learnt English as an additional language in addition to their mother tongue. These pupils may be added to the Learning Support Register for additional assistance, although they are included in full lessons for all classes in the School, including English. Parents with an EAL child are advised to work with the school in finding additional assistance outside school.

12. Gifted and Talented (GAT) pupils

An official GAT register is kept, but no standardised method of identifying such pupils is used. Pupils who are recognised as Gifted and Talented in their learning are given the opportunity to extend their learning by means of additional support. It would be usual for such pupils to be offered extension work in many of their lessons, and there are other opportunities for Gifted and Talented pupils to learn beyond the curriculum. Please refer to the Gifted and Talented Policy for further information.

13. Assessment

Initial assessment takes place within the ongoing school structure, which includes SATs tests, QCA assessments, CATs tests and also by informal teacher assessment. When a child is referred to the Learning Support Coordinator, she will discuss these results with the relevant teachers together with any wider areas of concern. She may also make observations in class. If it is considered necessary, the teacher will then carry out her own form of diagnostic assessment as appropriate – including specific, focused areas.

Review: September 2011