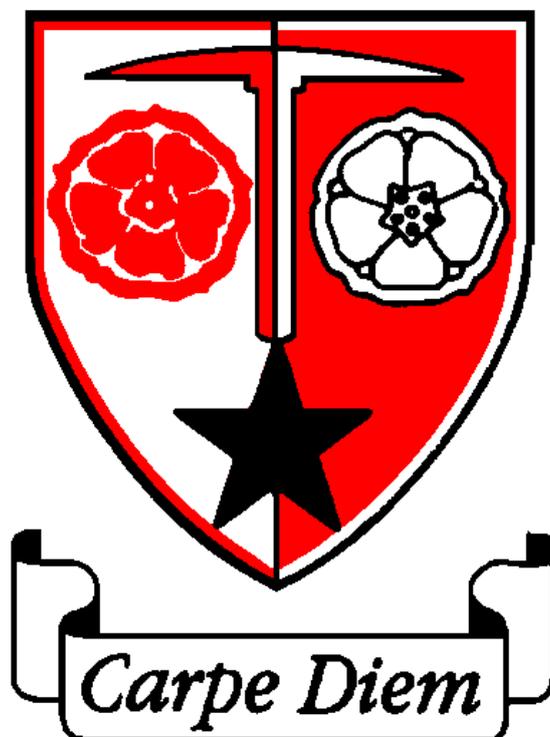


# Audenshaw School



## LEARNING SUPPORT POLICY

This policy is reviewed every two years by the Standards Committee.

### History of Document

Issue No	Author/Owner	Date written	Approved by the Standards Committee	Approved by Governors	Comments
Draft A	Kelly Breakell	November 2012			
Issue 1	Kelly Breakell	27/03/2013	22/04/2013	27/09/2013	
Issue 1.1	Kelly Breakell	17/06/2014	17/06/2014	17/06/2014	Change to named individuals
Issue 1.2	Andrew Trigg	26/03/2015	18/05/2015	18/05/2015	Minor amendments to new changes within Learning Support
Issue 1.3	John Tupman	12/05/2017	25/05/2017	25/05/2017	Minor amendments to support offered
Issue 1.4	John Tupman	28/06/2019	22/07/2019	22/07/2019	Minor amendments to support offered.

## **OUR MISSION**

Our school aims to provide a quality education in a caring community based on values of respect, responsibility and resilience and a relentless pursuit of excellence in all that we do.

## **OUR VISION**

Our School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of our school community will be valued and every success will be celebrated.

Our School will maintain a safe, secure and caring environment in which to work and learn.

## **AUDENSHAW SCHOOL SAFEGUARDING STATEMENT**

**This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

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## **1. INCLUSION**

- 1.1 Educational inclusion is concerned with ensuring equal opportunities for all students, whatever their ethnicity, attainment or background. Audenshaw School is an inclusive school and as such the governors and employees believe that the learning achievements, attitudes and well-being of all our young people matter. The School aims to provide a broad and balanced curriculum in a supportive and disciplined environment. Appropriate targets are set so that all students can reach their potential, whilst responding to the diverse learning needs of the school community.
- 1.2 For the Learning Support Department, inclusion has two elements: firstly, the identification of those students who have significant barriers to learning and participation and secondly the subsequent allocation of support to minimise these barriers and facilitate access to the whole secondary curriculum. The purpose of this Policy is to establish the framework within which this can happen. The department strives to achieve this through early identification of any barriers to inclusion and the implementation of effective strategies to support the student.

## **2. THE ROLE OF THE LEARNING SUPPORT DOCUMENT**

- 2.1 To identify students with marked weaknesses in literacy or numeracy and implement strategies to help such students to improve their skills in these areas.
- 2.2 To arrange and conduct review meetings for EHCP's, liaising with parents, the LA and other support agencies involved in the educational welfare of these students.
- 2.3 To provide appropriate support to students with other special needs.
- 2.4 To co-ordinate the transition of students with identified special needs from primary to secondary school - liaising with primary school SENCO and teachers, outside agencies and Head of Year 7 at Audenshaw School.
- 2.5 To consult with parents/carers about their child's special needs and inform them as to how these needs are being met in School.
- 2.6 To inform employees at the School of students' special needs.
- 2.7 To offer assistance, advice and training to other employees on strategies to improve the learning of children with special needs in their classes.
- 2.8 To compile and maintain the School's Special Needs Register.
- 2.9 The SENCO oversees the day-to-day implementation of the School's Learning Support Policy by the department's staff, working within the guidelines of the Code of Practice.

**3. STRUCTURE**  
**SENCO specialising in Maths**  
**Team of Learning Support Assistants**

**4. IDENTIFICATION OF STUDENTS WITH SPECIAL NEEDS**

**4.1 English**

4.1.1 Initial screening of students is carried out on entry into Year 7 but students may be referred for assessment at any point during their school career, the procedure being similar in both cases. The Learning Support Department works closely with employees from the English department to identify those students with significant difficulties in this area. Information is gathered from a variety of sources, analysed and action taken as appropriate. These sources of information on students are as follows:

- Key Stage 2 SATs Results - Levels and Raw Scores.
- Information from primary school, parents / carers and the LA as appropriate.
- NGRT Group Reading Test administered to all students in September of Year 7.
- Vernon Spelling Test administered to all students in September of Year 7.

4.1.2 The results of these assessments determine which students are to receive support from the Learning Support Department, what form that support takes and how long support should continue. As a crude benchmark, students with standardised scores of 85 or below receive support in the form of teacher directed intervention strategies and in-class support from teaching assistants.

4.1.3 Provision for identified students is dependent on need but includes one or more of the following strategies:

- Inclusion in the Year 7 or Year 8 English Support Groups as an alternative to mainstream English lessons
- Withdrawal from other areas of the curriculum for small group Phonics and reading interventions.
- Handwriting sessions in registration.
- Withdrawal from appropriate lessons to complete LEXIA Literacy programme and reading for purpose.
- Reading Sessions with an adult
- Inclusion in the Paired Reading Scheme, once a week during Form / Registration periods

4.1.4 \* Phono-Graphix is an intensive literacy programme to remediate reading and spelling difficulties and underpins the Scheme of Work for the Year 7 and Year 8 English Support Groups.

4.1.5 Reading and spelling progress is monitored by assessment at regular intervals (at each school assessment point and in June of each year). When students achieve functional levels (standardised scores of 85 or below) they may be returned to mainstream classes as considered appropriate.

## **4.2 Mathematics**

4.2.1 The Learning Support Department works closely with employees from the Maths department to identify those students with significant difficulties in this area. In a way similar to English, information is gathered from a variety of sources, analysed and action taken as appropriate. These sources of information are as follows:

- KS2 SATs Results - Levels and Raw Scores
- Information from primary school, parents / carers and the LEA as appropriate
- WRAT 5 numeracy test

4.2.2 These assessments determine which students are to receive support from the Learning Support Department and what form that support will take. Students identified normally have a standardised score below 85 for numeracy.

4.2.3 Provision for identified students is dependent on need but includes one or more of the following strategies:

- Inclusion in the Year 7 or Year 8 Maths Support Groups as an alternative to mainstream maths lessons

Appropriate withdrawal from lessons to complete SSER numeracy program, and number share to further support students. 4.2.4 Progress in numeracy is monitored by use of the WRAT5 Assessment.

## **5. OTHER SPECIAL NEEDS**

5.1 The department also provides support for students who do not require literacy or numeracy support, but who do have conditions which present them with significant barriers to learning and progress. Students who fall into this category include children who have hearing or visual impairment, cerebral palsy, ADHD, dyspraxia or who are on the autistic spectrum. The following strategies may be used to aid learning:

- visual aids to orientation given to student – colour coded timetables, maps and equipment check sheets;
- teaching Assistant timetabled to attend Form / Registration periods to monitor transition (and beyond if necessary);
- students offered use of the 'Chill Zone';
- students attend an end of day, and pre School Homework Organisation session – to check and clarify homework requirements, help prioritise homework, and help to complete.;
- students may be allowed to borrow one of the school laptops;
- students invited to attend a Games Club at lunchtime. This is supervised by a learning mentor and students are encouraged to play board games/card games. This provides a 'safe haven' for vulnerable students, where they can improve their socialising skills and/or help them to co-operate with others; and

- Specialist equipment, overlays, pencils, pens, scissors, writing boards and grips.
- invitation for students to attend weekly social group sessions (based on SEAL).
- pastoral support, in house counselling sessions.

5.2 The department recognises the need to handle these situations sensitively and consult with parents and carers as to which of these strategies would benefit their child.

## **6. SUPPORT ACROSS THE CURRICULUM**

6.1 Students identified as having particular weaknesses in literacy and maths need to be supported in other curriculum areas if they are to access the secondary curriculum effectively. Additionally students with other special needs (as outlined above) may require support to access the curriculum.

6.2 The department provides the following for such students:

- teaching assistant in-class support in a range of curriculum areas;
- students attend supplementary curriculum support sessions; and
- students attend Homework Organisation/Mentoring sessions to check homework is accurately recorded and understood and to ultimately develop a good independent homework routine.

## **7. SPECIAL NEEDS REGISTER**

**7.1 Each student on the SEN register has a student profile which provides information on teaching strategies and difficulties a student may have, current interventions and any medical or outside agency intervention.**

7.1 Students receiving intervention from the Learning Support Department are entered on the Special Needs Register. The department maintains the Special Needs Register and it is reviewed once a term. Information about all students with special needs is collated and disseminated to staff in the form of an 'Alert Letter' which is regularly updated throughout the year and gives a brief summary of each child's needs. A student profile is produced for each student on the SEN register. This document, the Special Needs Register itself and reading and spelling test scores are available to staff via the school's "Shared Area" on the network. The alert list and student profiles are password protected and on the staff desktop. Student profiles provide information to staff about a student's strengths, interests, current SEN interventions, teaching strategies and areas they may have difficulty with.

## **8. SEN CODE OF PRACTICE**

8.1 Following the new SEN code of practice in September 2014 the new categories of SEN are now:

1) EHCP (Education, Health and Care Plans).

Under the new SEN Code of Practice statements have now been replaced by Education Health and Care Plans (EHCP). EHCP are obtained through a Statutory Assessment by the local authority. They aim to bring together the work of schools, Health professionals as well as parents and carers. Students with an EHCP have an annual review meeting at school

where progress and future needs are discussed.

2) SEN (Special Educational needs) which replaces School Action and School Action plus.

The four areas of SEN are now:

- Cognitive
- Communication
- Social
- Sensory

## **9. OTHER AGENCIES**

9.1 The school welcomes colleagues from support agencies who come into school to support our students who are generally at the SA+ or ST level on the register. This may take the form of individual tuition or in-class support, working directly with the student, or may be offering advice and assistance to staff. Agencies currently involved in school are:

- behaviour for Learning and Inclusion Service – BLIS (EBD outreach)
- the Communication, Language and Autistic Spectrum Service - CLASS
- the Educational Psychology Service
- Tameside Sensory Support Service (Hearing Impaired Service & Visual Impairment Service) – SENSU
- youth and Family Team.
- multi agency autism team (MAAT)
- integrated services for children (ISCAN)
- health young minds (HYM)
- hearing impaired services Tameside
- visually impaired services Tameside
- speech and language therapy (SALT)

## **10. INFORMATION SHARING**

10.1 Whilst recognising the need for confidentiality, the members of the department often need to discuss specific students or incidents with colleagues in order to find the best way to move forward and help an individual. On a formal basis the SENCO meets weekly with teaching assistants to discuss any issues or matters arising from the week and the teacher meet at regular departmental meetings. Informally employees may meet at irregular intervals to discuss issues as need arises.

## **11. TRAINING**

11.1 Employees attend INSET on any issues or topics where it is felt there is an acknowledged need.

## **12. EVALUATION**

12.1 At the end of each academic year, data is collected on all students' reading and spelling scores to monitor both progress of individual students and evaluate success of the strategies put in place by the department. As students progress through the School, KS3

Teacher Assessment scores and GCSE grades are tracked and analysed as a further method of monitoring the effectiveness of the early intervention strategies used by the department.

### **13. ACCESS ARRANGEMENTS**

13.1 Where necessary the SEN department will apply to Exam Boards for appropriate “access arrangements”. These might include:

- Extra time (25% or 50%)
- Use of a laptop
- Use of a scribe
- Separate accommodation
- Enlarged pages
- Use of a reader
- Use of a prompt
- Bilingual translation dictionary with 10% extra time

### **14. INTERVENTION PROCESS**

Where a SEN is identified an appropriate intervention strategy will be put in place. This will follow the “Access, Plan, Do, Review” model.

a) Access: Evidence about the reason for concern will be collated. For example low reading age or poor handwriting.

b) Plan: An intervention will be agreed between the teacher, parent/carer and the Learning Support Department.

c) Do: The intervention will be carried out, for example 10 weeks of handwriting sessions.

d) Review: At the end of the intervention there will be a re-assessment to monitor impact and decide on any further action.