Learning Support Policy

2021-2023

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Introduction

Day Waterman College (DWC) seeks to involve all staff, parents, and Governors in the education of students with special needs and the student's views will be always considered. The college believes that all students are capable of high-performance learning. The Learning Support (LS) department will act as a centre of expertise and resources, but the delivery of special needs provision is a whole school responsibility. We recognise that some students have some learning difficulties and therefore a continuum of provision has been designed. Clear procedures for identifying and teaching students are outlined. Our approach to teaching and learning is structured, cumulative and multi-sensory and we use a wide range of tried and tested resources. We have a programme of continuous training for all staff at the school and LS staff will frequently attend conferences and receive publications to keep up to date with new developments in the field. Our policy, where possible, is to follow an inclusive education for all students. Learning Support will be defined as any special education need, whether it be language, a special gift, or a learning difficulty.

Objectives

- Have a clear, step by step procedure for identifying, assessing, and providing for Learning Support in the classroom.
- Individual subject policies and schemes of work to include details of Learning Support provision (Differentiated tasks, organization, outcomes, presentation, and resources)
- Use a wide range of effective resources.
- Have in place a clear management structure for coordinating and delivering effective education for students with Learning Needs.
- Outline duties and responsibilities of all members of staff in relation to Learning Support.
- Have an objective and effective recording and reporting system that fits with college policy

Learning Support Management

School Governors have a responsibility to ensure that sufficient resources are available for the effective provision of Learning support services.

The Learning Support Coordinator is accountable to the VP Academics:

- Day to day operation of the school's Learning support policy.
- Co-ordinating provision for students with learning support.
- Maintaining the school's register and overseeing the records of all students with learning support needs as per advice from section representatives.
- Liaising with other teachers and school management where necessary.
- Liasing with parents of students with learning support needs.
- Contributing to In-Service Training (INSET).
- Liasing with external agencies e.g psychologists, exam boards (special requirements) medical professionals.
- Delegating the completion of Individual Education Plan (IEP), reports and student profiles to class teachers.
- In liaison with the VP Academic coordinate the meetings of the Learning Support Group.

The Learning Support Group meets twice a term to discuss any issues that have arisen connected to learning support. The Learning Support Group will have representation from each faculty. Members of the learning support group will use MIDYIS data including chances graphs to inform decisions regarding support for students.

Other teaching staff are responsible for implementing the whole college approach to learning support provision. When called upon staff should complete the online Learning Support Record for individual students.

Learning Support

The learning support department will support students in many different ways. For example:

- Providing a withdrawal programme so students can be taught in small groups.
- Providing resources to teachers.
- Providing Learning Assistant support in class where possible.
- Providing a place where learning support students can come for advice and help with their work.
- Providing extra time in tests and external exams.
- Referring students for external psychometric testing.

Referral Process and Identification of Learning Support Needs

Referrals are made by teachers on the referral form. The Curriculum Team Leader will then meet with the teacher who made the referral to discuss the student and to arrange a time when assessment can take place. This assessment may take a variety of forms from observation in class to written tests. All students sit the MIDYIS assessment in year 7 which produces standardized scores to inform the Learning support coordinator and teachers. The type of assessment may be affected by the age of the child or the nature of the concern. Results will then be shared with the teacher and a programme devised for that student if necessary. A student profile will then be generated which gives details of the strategies to help the student. This will be distributed to all individual subject teachers. A check with the school nurse will also be made where necessary.

If it is thought that further testing e.g. by a psychologist, hearing or sight specialist, would be beneficial then the Learning Support department will contact the parents to explain concerns and set up contacts with specialists.

Recording and Reporting

Each student listed on the learning support Register has a file kept in the learning support department. This file contains the following documents:

- The referral form
- Student profile (if KS3 or KS4)
- Any correspondence.
- Specialist reports e.g. Educational Psychologist Report
- Information from Parent/Teacher interviews.
- Assessment records

Each student listed on the learning support register also has a LS Student Record which is an

online document used by teachers to track progress in the curriculum areas.

Learning Register

All students receiving additional provision by the learning support department will be listed on the register. This provision is listed above.

Learning Support Assessments

1. School-based interventions, statutory assessments and statements of Learning Support Needs

   Where children do not respond to differentiation and do not make adequate progress, there is a need for the school to do something additional or different. (In our case these are the students we would not normally accept unless we can meet their needs).

2. School Action could be using differentiated teaching materials or different ways of teaching and may sometimes, but not always, need additional adult support. Teachers use the student profiles to record the different or additional provision to be made for the child, teaching strategies, short-term targets for the pupil, success criteria, and what they have achieved. This includes gifted and talented pupils. Teachers can work with learning support coordinator to assist in identification of appropriate differentiated tasks. Where necessary, and if available, individual student support may be given.

Curriculum Team leaders will clearly identify students in these categories in consultation with the teachers. These are the only students under the remit of the Learning Support department. Each student will have a profile.

Entry Assessments

Diagnostic testing – what will we use?

The assessments will be undertaken by the Learning support coordinator/teachers as delegated by Principal. If not a clear recommendation then the Learning support team in consultation with the delegated member of staff will determine whether the child has learning needs, and whether we offer some initial support. Edinburgh or Suffolk Reading Test 2 is used across the college to ascertain pupil's current reading ages. Mathematics assessments will be based on previous Checkpoint style tests resulting in a level. Recommendations will be made to the Principal who will make a final decision based on the evidence.

Learning Disabilities

Learning disabilities are due to genetic and/or neurobiological factors that alter brain functioning in a manner which affects one or more cognitive processes related to learning. These processing problems can interfere with learning basic skills such as reading, writing and/or math. They can also interfere with higher level skills such as organization, time planning, abstract reasoning, long or short-term memory and attention. The person with the

disability may look perfectly "normal" and seem to be very bright and intelligent yet may be unable to demonstrate the skill level expected from someone of a similar age. However, with appropriate support and intervention, people with learning disabilities can achieve success in school.

Some Common Learning Disabilities

- DYSCALCULIA: a specific learning disability that affects a person's ability to understand numbers and learn math facts.

- DYSGRAPHIA: a specific learning disability that affects a person's handwriting ability and fine motor skills.

- DYSLEXIA: a specific learning disability that affects reading and related language-based processing skills.

- ADHD: a disorder that includes difficulty staying focused and paying attention, controlling behaviour and hyperactivity. Student may also forget to write down homework or hand in worksheets.

- DYSPRAXIA: a disorder which causes problems with movement and coordination, language, speech, judgment, processing, memory, and some other cognitive skills.

- AUTISM SPECTRUM DISORDER (ASD) is a complex developmental condition that involves persistent challenges in social interaction, speech and nonverbal communication, and restricted/repetitive behaviours.

- EXECUTIVE FUNCTIONING DISORDER: affects planning, organization, strategizing, attention to details and managing time and space.

Quick Interventions

Below are just a few examples of ways educators can help children with specific learning disabilities:

DYSCALCULIA

- Visual techniques. For example, teachers can draw pictures of word problems and show the student how to use coloured pencils to differentiate parts of problems.
- Use of memory aids. Rhymes and music are among the techniques that can be used to help a child remember math concepts.
- Use of computers. A child with dyscalculia can use a computer for drills and practice.

DYSGRAPHIA

- Special tools. Teachers can offer oral exams, provide a note-taker, and/or allow the child to videotape reports instead of writing them. This may be necessary only in severe cases.
- Use of technology. A child with dysgraphia can be taught to use word-processing programs or an audio recorder instead of writing by hand. This may also be necessary only in severe cases.

- Other ways of reducing the need for writing. Teachers can provide notes, outlines, and pre-printed study sheets.
- Handwriting classes: practicing handwriting over time will help.

DYSLEXIA

- Special teaching techniques. These can include helping a child learn through multisensory experiences and by providing immediate feedback to strengthen a child's ability to recognize words and comprehend meaning.
- Classroom modifications. For example, teachers can give students with dyslexia extra time to finish tasks and provide taped tests that allow the child to hear the questions instead of reading them.
- Use of technology. Children with dyslexia may benefit from listening to books on tape or using word-processing programs with spell-check features.

ADHD

- Give them extra time to complete tasks.
- Help them with organizers and reminders.
- Help them manage their emotions through patience and counselling.
- Give them breaks in between lessons and tasks.

DYSPRAXIA

- Quiet learning environment. To help a child deal with sensitivity to noise and distractions, educators can provide the youngster with a quiet place for tests, silent reading, and other tasks that require concentration.
- Alerting the child in advance. For example, a child who is sensitive to noise may benefit from knowing in advance about such events as fire drills and assemblies.
- Occupational therapy. Exercises that focus on the tasks of daily living can help a child with poor coordination.

AUTISM SPECTRUM DISORDER (ASD)

- Avoid sensory overload: Fluorescent lights, smells, and noises from other students can make it difficult for students with autism to concentrate. Using cool, calm colours in quiet classroom can help create a more relaxing atmosphere.
- Use visuals: Using pictures and modeling will mean more to students with autism than a lengthy explanation.
- Be predictable: Give your student a schedule that they can follow. If there are any unpredictable changes, it is a great teaching moment to model how to handle changes appropriately.
- Keep language concrete: Many individuals with autism have trouble understanding figurative language and interpreting it in very concrete terms. This may serve as a great opportunity to teach figurative language and hidden meanings in certain terms, though.
- Directly teach social skill: Model appropriate social skills and discuss how our behavior can make others feel.

EXECUTIVE FUNCTIONING DISORDER

- Help the child to use a paper planner or calendar to keep track of events and obligations.
- Help them with highlighters and colourful sticky notes to make a visual organization system.
- Brainstorm routines and weekly/daily tasks and strategies to make decision-making less stressful with them.
- House parents and teachers to remind them of duties and outstanding tasks.
- Guide them to use a daily journal to track each day's events.

Above all, it is important to exhibit patience, understanding, and respect when working in a classroom with any special learners. However, please, refer students who consistently show signs of learning disabilities to the Learning Support Department for further help.
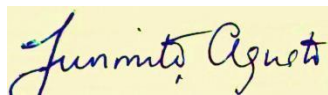

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Responsible Officer: Mrs S Moran VP Academic

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Education Governor signature:

Education Governor name: '*Funmito Agusto*

Date: *21ˢᵗ February 2022*