



MOORFIELD  
SCHOOL

# LEARNING SUPPORT

This policy is also applicable to the EYFS.



# LEARNING SUPPORT POLICY

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## POLICY AIMS WITH SPECIAL EDUCATIONAL NEEDS

Children are identified as having special educational needs if they have a learning difficulty that calls for special educational provision to be made for them, whether in EYFS or the main School, and this is done so with regard to the SEND Code of Practice 2015 and the Children and Families Act 2014.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of the educational facilities provided

## POLICY AIMS

- To ensure early identification of those pupils who have special educational needs.
- To ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all those who are likely to teach them.
- To ensure that any child identified as having special educational needs is not disadvantaged solely because of the difficulty and has access to the fullest curriculum possible.
- To develop within the child the knowledge and skills necessary to allow potential to be fulfilled and confidence to develop.

## THE ROLE OF THE LEARNING SUPPORT COORDINATOR

- To review policy and contribute to staff INSET
- To maintain a register of children who require extra support with their learning
- To liaise with support given 1:1 outside the classroom
- To work with all staff to draw up Learning Support Action Plans (Oct and Feb)
- To monitor progress of children and oversee the review of Action Plans twice a year (Feb and June)
- To liaise with external agencies, with the Headmistress, with class teachers and with parents

## IDENTIFICATION AND ASSESSMENT

All children are assessed annually using Early Learning goals, CATs and NFER Progress in English/Maths, in line with the School's assessment policy, as appropriate to the age of the child. Children who require additional support are usually identified through these assessments, although a concern may be raised by any member of staff, a parent or even the pupil.

Following a concern being raised and after consultation with parents, initial diagnostic testing will be carried out, where appropriate, by the School at no additional charge to parents, and feedback provided. Currently this is undertaken using the Aston Index, Dyslexia Screening Test (DST), Test of Auditory Analysis Skills, decoding, initial test for Scotopic Sensitivity and the DEST dyslexia screener for children under six years of age. Parental permission will always be sought prior to any diagnostic test being undertaken.

Currently the School provides parents with details of a range of places where further help can be sought, including:

- Dyslexia Action, Harrogate - 01423 522111, Leeds – 0113 2888144, York – 01904 640188
- Rayners Opticians (Scotopic Sensitivity), 0113 2451190

Any additional testing over and above that provided by the School is a matter of parental choice and parents/guardians must pay for such testing privately. The School will endeavour to put into place any

recommendations given by these bodies, after discussion with parents/guardians regarding any additional/equipment requirements being available and possible payment for support.

## PROVISION OF SUPPORT

In order to help children identified as requiring additional support, the School will adopt a graduated response that recognises that there is a continuum of special educational needs.

Initially when a child is flagged as a concern, this will be discussed with parents and appropriate strategies put in place within the classroom to ensure the child makes progress. A Record of Concern will also be completed and permission will be sought from parents to carry out diagnostic testing as outlined in this policy. Results of these tests will be reported to parents and relevant staff, and further support from the Learning Support Teacher (LST) may be recommended.

Occasionally parents may wish to pursue external diagnostic testing. Informing the school of the outcomes of such testing is entirely at the discretion of the parents.

In all cases, where action is deemed necessary, either through in-class interventions or through additional support from the Learning Support Teacher, children will be provided with a Learning Support Action Plan (LSAP), identifying specific, date-defined targets and strategies.

The Learning Support Coordinator will ensure that the staff is kept informed regarding children identified as requiring additional support and made aware of the content of LSAPs.

It is the responsibility of the form teacher, in liaison with the Learning Support Co-ordinator, to ensure that parents/guardians are fully aware of the content of LSAPs.

At present there are no children with a Statement/EHC Plan – September 2015. Appropriate provision will be put in place, should this situation arise in future.

*Occasionally, parents will make private arrangements for additional support from the Learning Support Teacher, for example, to provide extra coaching to pass an entrance exam. In such cases, Action Plans will not be provided, where this support has not been initiated by the School, and where the School does not consider the child to need additional support.*

***The School retains the right to make a charge for specific resources or specialist help as may be required in line with other areas of provision in the School.***

## REVIEWING PROGRESS

LSAPs are usually compiled initially in October and then rewritten following review. LSAPs are reviewed twice a year, in February and June. Normally a child will have two LSAPs within an academic year; October to February, and February to June.

Information regarding the contents of LSAPs is passed to parents on Parents' Evenings in October and February and at an end of year follow up meeting in June.

## EDUCATION, HEALTH AND CARE NEEDS ASSESSMENTS AND PLANS

If a child has more complex special educational needs that cannot be met by the provision arranged by school, the staff, parents/carers or medical staff would consider asking the local authority for an 'Education, Health and Care (EHC) Needs Assessment. This assessment could lead to a child EHC Plan. This plan brings the education, health and social care needs into a single document.

The Learning Support Co-ordinator would follow the procedures for the EHC assessment and planning and will guide parents/carers through the process.

EAL (see separate policy)

## ADMISSION FOR CHILDREN WITH DISABILITIES

The School recognises its obligation under the Equality Act 2010. A review of its provision for children with disabilities is conducted annually.

In assessing the suitability of the School for any child wishing to enter the School, the following should be taken into account: The School's classrooms are located on four floors. The curriculum demands that there are subject specific classrooms so that the subject's facilities are in one place. This requires pupils to move throughout the building on a regular basis. A pupil with impaired mobility might be at a disadvantage.

The Early Years Foundation Stage building is accessible via a ramp and, although on two floors, the majority of the educational provision is accessible, or could be made so by moving portable resources. In addition, children in the EYFS use the following additional School premises:

- Main Hall accessible via the outside route round the building.
- Music rooms – potentially accessible via the outside route round the building and a small ramp.
- Dining room – accessible via a small staircase directly from the Early Years' building. A small ramp could be considered here.

It is not possible to reach the Main Hall or the Music Rooms from within the buildings because of the stairs.

Reception, F1 and F2 are largely class taught. It may be possible to rotate the rooms so that any child could be taught in one adapted room. However, this would involve significant annual changes and the dining room, music rooms and main hall would still, by nature of the building, be restricted.

Forms F3, F4, S5 and S6

Specialist subject teaching requires the children to move frequently between specifically equipped rooms located on the top floor and only accessible via the stairs. It would not be possible to duplicate provision, because of financial and space constraints. Also, any child using the top floor must be able to use the fire escape in the case of an emergency.

The school's Accessibility Plan outlines provision for access. See also Admissions Policy. Reasonable adjustments such as additional time in tests, adaptations in computer access and specific computer programmes are used to meet the needs of children with SEN. We also have a range of curriculum resources suitable for Learning Support and SEN.

## PROVISION FOR GIFTED AND TALENTED PUPILS

Pupils who have skills and abilities which exceed the 'enriched' level of attainment for their year group are deemed to be gifted and/or talented. As a school, we do not believe that gifted and talented children should be set apart as our school culture is inclusive and we find a space for 'every child to shine'. A discreet list is maintained of children who have been identified as gifted and/or talented in one or more areas. This highlights their individual strengths and what action is being taken to cater for their needs above and beyond what is provided by the normal classroom differentiation and the enriched curriculum. Children are not made aware that they are on this list. However, teachers know who the gifted and talented pupils are and plan events or teaching opportunities which may well include many other children but which give stimulating opportunities for those pupils who need extra stimulation in their area of expertise.

Drafted by:  
Date:  
Reviewed by SMT:

Mrs Karen Hall  
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Mrs Karen Hall

