

January 2019

Learning Support Policy



Learning Support Policy – Contents Page

Introduction:	Policy Summary	2
Section 1.	Basic Information about SEN Provision	3
	SEND definition	
	The School in Context	4
	Admission Arrangements	
	Policy Objectives	5
	Types of SEND	6
	Special Needs Co-ordinator (SENCO)	
	Learning Support Department & Responsibilities	7
	Teaching Staff Responsibilities	8
	Special Facilities	
	A Continuum of Provision	
	Tracking Students' Progress	9
	Reviews	
	Group Learning Plans	
	Curriculum Access	
	English as an Additional Language (EAL)	10
	Gifted & Able (G&A)	
Section 2.	Identification, Assessment & Provision for all Pupils with SEN	11
	Resources and Individual Support Programmes	12
	Exam Procedures	
	Graduated Response Leading to Referral	
	Concerns About a Pupil	13
	Plan & Do	
	Review	
	Further Assessment	14
	Social, Emotional and Mental Health	
	Record-Keeping	
	Referral for an Educational, Health & Care Plan	15
	Annual Review of an ECHP	
Section 3.	Staffing & Partnership with Bodies beyond School	16
	Equal Opportunities	
	Training	
	Outside agencies	
	Transition	
	Parents	
	Boys	
Section 4.	Developments	17
Appendix	Learning Support Department Forms	18

SEN Policy Summary

Our school is committed to providing equal access for all pupils to the broad and balanced curriculum to which they are entitled, including the provisions of the National Curriculum.

Boys with identified additional needs may at times require a more specialised programme than the majority of boys of the same age, in part or in all of their school work.

We place a very high priority on the need to provide the best possible education for such boys, no less than for boys who display no learning difficulties or other problems.

The purpose of this policy is:

1. To ensure that all pupils with special educational needs (SEN) are identified and supported in the school.
2. To ensure that there is support for teachers to meet the learning needs of all pupils.
3. To ensure that appropriate resources are available for pupils with temporary or long-term special needs.

The Children and Families Act 2014 came into force on 1st September 2014, bringing significant change for those with Special Educational Needs and Disabilities. In brief, Statements are to be replaced by Education, Health and Care plans which will stay with the individual until the age of 25 yrs. EHC plans will place more emphasis on co-ordination between agencies. There will be a single school-based category for children who need additional specialist support so the terms, school action and school action plus referred to in this document will be replaced.

At The New Beacon, members of staff are continuously made aware of the various national SEN legislation and policies, i.e. SEN Code of Practice 1-25 2014, Special Educational Needs and Disability Regulations 2014 and The Children and Families Act 2014. These make teachers more accountable for the progress of all pupils including those supported by learning support and specialist staff. Further they state that interventions and expected outcomes should be clearly laid out and pupil progress needs to be reviewed each term, as at present. The Code of Practice states that parents are to be involved in the planning of support which is integral in the way support is planned at The New Beacon.

Further information is available upon request from Pauline Bridges, SENCo
pbs@newbeacon.org.uk

Updated by: Pauline Bridges, January 2019

Review date: January 2020

Section 1. Basic Information About SEN Provision

A Definition of SEND (Special Educational Needs & Disability)

The 2014 SEND Code of Practice states:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age, this means he or she has a significant greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in school.

The Children and Families Act 2014 states:

A child or a young person of compulsory school age has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The School in Context

We are an independent prep school catering for boys from the ages of four to thirteen. Boys are prepared for Senior School Pre-Assessments, the Common Entrance and for the 11+ examination as well as numerous scholarships. Every boy who joins our community should be valued for what he can offer. Through good teaching and encouragement we aim to enable each boy to reach his full potential academically against the background of a balanced education.

Admission Arrangements

The New Beacon is a non-selective school. Boys with SEND are admitted to our school according to the same criteria as other pupils, provided that admission is compatible with:

- the provision of efficient education for the boys with whom he will be educated;
- the efficient use of resources.

Parents who are aware that their son has a special need should discuss this with the Head of School or the Headmaster prior to admission.

Learning Support Policy Objectives

- To apply a whole school policy towards meeting each boy's individual needs following the guidelines of The Code of Practice for SEND (DfE/DfH 2015), the Children and Families Act 2014 and The Disability and Discrimination Act 2002.
- To ensure every boy experiences success in their learning and achieves to the highest possible standard.
- To identify, at the earliest opportunity, any boy who may have SEND (see Section 2).
- To work in partnership with parents at all stages.
- To ensure that all school staff is aware of each boy's needs so that such needs may be met in all school settings through high quality teaching.
- If necessary, to provide different levels of intervention to match the boy's level of need.
- To include the boys themselves in decision making about the type of intervention and the targets to be included in an Individual Education Plan (IEP).
- To ensure that no boy is discriminated against, in any area of school life, on the basis of his disability.
- To provide pastoral care and support for all boys so that they may develop in all areas and build a strong sense of self-esteem.
- To ensure that boy's records include information relating to their individual needs, the interventions that have been provided and their outcomes.
- To conduct regular reviews of the boy's progress.
- To endeavour to ensure that each boy with SEN progresses to a suitable senior school where his current needs will be communicated and will be met.
- To provide a regular INSET programme both for the SEN Staff and the mainstream teaching staff.
- To provide support for staff so that boy's needs can be met in the classroom.

Types of SEND currently in School

Include boys with a diagnosis as well as those with learning profiles consistent with the diagnosis:

- Communication and Interaction (ASD & Language Disorders)
- Cognitive and Learning (Dyslexia, DCD, Dyscalculia)
- Social, Emotional and Mental Health (ADHD, Emotional Difficulties, Anxiety)
- Physical and Sensory (Hearing Impaired, Neurofibromatosis)
- EAL
- Gifted & Talented

Special Needs Co-ordinator (SENCO)

Provision for boys with Special Educational Needs is a matter for the school as a whole. The Headmaster, the SENCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of boys with special educational needs. Teaching such boys is therefore a whole school responsibility.

The Special Educational Needs Co-ordinator is responsible for the co-ordination of provision. The SENCO's responsibilities are:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for boys with special educational needs
- liaising with, and advising, fellow teachers
- overseeing the records of all boys with special educational needs
- liaising with parents of boys with special educational needs
- contributing to the in-service training of staff liaising with external agencies.
- liaising with external specialists such as Educational Psychologists, Speech and Language Therapists, Specialist Teachers

Learning Support Department

The school's support team comprises the following personnel:

SENCO

Pauline Bridges: Dip.SpLD (OCR)

Learning Support Teachers

Rowena Markies: B.Ed. (Hons) Cert. SpLD

Cathy Yates: B.Ed. Cert. Teaching Dyslexia

Pastoral Support (Junior & Pre-Preparatory)

Dr E Blackford (Pre-Prep)

Miss C Whiting (Junior)

Teaching Assistants

Miss A Ayton

Mrs J Brook

Mr C Hutchison

Mrs E Calladine (B.A. Hons)

Mrs N Kearton (NVQ 3 Dip)

Miss S Makey (B.A Hons)

Mrs F Puller (LRAD NVQ 3 Dip)

Mrs I Rickett

Mrs G Rogers (C.L.A.N.S.A)

Mrs C Salt (NVQ 3 Dip)

Miss C Whiting (FDA, NVQ 3 Dip)

Outside Specialist Staff

Mrs W Shaw (EAL)

Mrs J Moore (OT)

Mrs R Ellis (Counsellor)

Mrs N Pendrehaust (Counsellor)

Learning Support Department Responsibilities

- Provide regular CPD training to enable classroom teachers, to identify and make provision, through normal classroom high quality teaching, differentiation and support, for boys with SEN from Reception through to the Senior School.
- Support classroom teachers to provide intervention through the Assess, Plan, Do, Review cycle when appropriate. This is achieved through the use of a referral system and regular discussions/reviews.
- Plan and implement interventions following the advice of outside agencies through the graduated response.
- With class teachers, parents and child, evaluate IEPs twice a year.
- Maintain SEN records so that they are readily accessible to staff.
- Provide information on all boys with SEN to all members of staff who may be involved.

- Liaise with parents at all stages and involve them in decision making.
- Seek and respond to the views of the boys themselves.
- Give advice to the Heads of School to ensure that suitable exam and entrance assessment arrangements are made for boys who cannot cope with the normal procedures.
- Plan and prepare for transition of the boys to another setting by liaising with the next school and providing appropriate information to them.

Teaching Staff Responsibilities

All staff has a responsibility to ensure that each pupil is given every opportunity to fulfil their potential within the normal classroom situation.

All staff is expected to be aware of the learning support needs of the pupils they teach, and to ensure that the needs of each pupil are addressed during classes and in the prep set.

It is the responsibility of subject Heads of Department to ensure that Schemes of Work and associated resources (appropriate to a range of aptitude, ability, and learning styles) are available for class teachers. To this end, every department should have a considered policy of differentiation, the responsibility for the development and review of this lies with the Head of Department.

The challenge to staff is to recognise when a greater degree of intervention is appropriate and so enable pupils to effectively progress in their learning.

Special Facilities

There is a lift in the Junior School and the Pre-Prep building has a ramp access to the front door. There are chair lifts in the ICT Block and in the Music/Art Block. There is provision for wheelchair access at all entrances through the use of temporary ramps. The school is committed to the integration of pupils with a wide range of needs and their involvement in the whole life of the school. This is in line with our Equal Opportunities Policy.

A Continuum of Provision

The graduated approach cycle of ‘Assess, Plan, Do, Review’ is used to identify, process and evaluate provision.

Once a boy’s rate of progress has been identified as inadequate, despite having appropriate learning experiences, differentiated learning opportunities should be provided within the classroom setting. Regular and frequent monitoring of the child’s progress by the class teacher will show whether the provision is being effective.

If the review of this support highlights the need for greater intervention, targets and strategies are drawn up by the boy’s Learning Support teacher in liaison with the class teacher, parents and the boy himself.

In the event that this level of intervention does not enable the boy to make satisfactory progress, further advice may be sought from external agencies. Following additional assessment, a higher level and type of intervention may be identified as needed and

therein acted upon. Interventions are reviewed consistently and adapted accordingly with the boys, parents, teachers and the Learning Support team.

Tracking Students' Progress

'*School Action*' and '*School Action Plus*' have been replaced by one school based category of need known as 'Learning Support' (LS). All boys are closely monitored and their progress tracked each term. Those at LS are additionally tracked by the Learning Support Department using IEPs.

IEPs focus on up to three or four key individual targets and include information about

- the short term targets set for and agreed by the boy
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed.

Tracking sheets, one per form/class, are used for an overview of all boys' support is displayed and are update twice yearly.

The SEN register is an overview of the whole school and is used for information purposes. This is regularly updated.

Reviews

Class teachers are expected to contribute to IEPs, which are written by the Learning Support teacher and which are kept under review at all times and may be adjusted accordingly.

Every IEP is reviewed twice a year. Teachers are consulted (formally or informally); boys in the Junior, Middle and Senior school are consulted. Parents are sent the updated IEPs twice a year. They receive a Learning Support Report in line with the rest of the school's report schedule. In addition to this, they are offered meetings at least twice a year and encouraged to keep in touch in all ways. Junior School Boys have a contact notebook where parents and teacher can exchange information. In the Senior and Middle School the boys carry Contact Books and Planners.

Group Learning Plans

When a group of pupils within a particular class or subject lesson have common targets or strategies, a group learning intervention plan is recorded and reviewed each term with the relevant class teachers.

Curriculum Access

The SENCO and Learning Support teachers work closely with class teachers to ensure that in-class learning is differentiated according to the needs of the pupil. Regular pastoral meeting updates take place in all sections of the school between members of staff.

When support is needed in a withdrawal situation, the first priority is to ensure that boys do not miss core subjects. The need for balance and access to a broadly-based curriculum

is also considered. As far as possible their individual preferences, strengths and parental requests are taken into account.

English as an Additional Language (EAL)

Boys with EAL are monitored and assessed by teaching staff within the classroom following the same principles of effective assessment for all pupils.

When needs are identified that invite closer scrutiny, checklists reflecting the EAL Stages of English are used to pinpoint a boy's specific learning challenges as well as liaison with the class teacher. Teaching is differentiated accordingly and within the Pre-Prep and Junior parts of the school, support is given through the use of teaching assistants.

Extra group interventions to support development of English is given to identify boys and delivered by specialist teaching assistants, overseen by the SENCo. These interventions are reviewed termly by teaching staff and the SENCo.

Reasonable steps are provided to allow opportunities for boys who do not have any English at home, to develop and use their home language in play and learning. At EYFS, if there is very little or no English spoken at home, the SENCO works with the parents/carers to establish if there is cause for concern about language delay.

Gifted and Able (G&A)

At The New Beacon, a proportion of boys are identified as having exceptional abilities to excel academically and boys who have exceptional talents in sport, music and/or art.

Boys are identified through observation and assessment throughout the school. NVR and VR tests help to highlight exceptional abilities at the end of Year 4. Heads of Departments are made aware so that teachers can be supported and advised on how best to differentiate teaching to meet and challenge the learning needs of the boys.

High academic achievers are placed in a streamed class once they reach the spring term of Year 5 so that the curriculum can be adapted to meet their needs. Boys with exceptional mathematical abilities can be taught out of year group or have extra mathematical teaching to facilitate their needs. Senior boys work with talented boys from the Junior School on a weekly basis. G&T boys are entered into Maths Challenges often aimed at a higher age range.

Sport offers opportunities for boys to reach high levels through the grading system of teams. Scholarships are encouraged for boys identified with these strengths.

Similarly with music and art, boys who demonstrate exceptional skills are encouraged to develop this and extra lessons are provided. Again scholarships are encouraged and the boys are supported appropriately.

Section 2. Identification, Assessment & Provision for All Pupils with SEN

This Learning Support Handbook outlines the process of Assess, Plan, Review, Do through the different levels of action and intervention. The school's assessment procedures provide information that is used to identify pupils with SEN.

Early identification of children and young people's needs and early intervention to support them is one of the key principals of the Children and Families Act 2014 and the Code of Practice.

The SENCo works closely with the school leadership team, using whole school tracking through the use of a computerised system known as PASS as a way to record changes and to upload essential documents to communicate with teaching staff. Provision maps tracking whole classes are also provided for staff which are regularly reviewed and updated on the school intranet. When boys reach Year 3, they are screened using the Dyslexia Screener tool (GL Assessment) to identify possible difficulties.

Other ways used to identify specific needs are:

- Analysis of data to identify inconsistencies in ability and current attainment through regular school assessment procedures including:
 - In the Junior School: biannual reading and spelling tests, termly maths tests and Year 4 NFER tests.
 - In the Middle and Senior schools: school exams and GL Assessment reasoning tests
- Admission information
- Following up of teachers' concerns
- Following up of expression of parental concerns
- Further specialist assessments undertaken by Learning Support teachers
- Tracking boys over time

The SENCo maintains a list of boys identified through the procedures listed: this is called the SEN Register, which is recorded on PASS. For some boys, a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

Resources and Individual Support Programmes

Funding for SEN provision is made by direct parental contribution and from the school's general funds. Parents are charged for individual support lessons but not for in-class support.

The Learning Support department has a range of special resources for all groups. There are teaching bases in the Junior and Senior Schools.

Exam Procedures

Where a boy's need for exam concessions has been identified by an outside specialist:

- the Director of Studies will make logistical arrangements
- the Head of Senior School will seek appropriate advice and permission from the destination school.

Boys must have the opportunity to learn how to make best use of extra time, use of a word processor or other concession in timed conditions prior to Common Entrance.

Graduated Response Leading to Referral

In order to help boys who have special educational needs, The New Beacon has a graduated response that encompasses an array of strategies. This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

The school should make full use of all available classroom and school resources before expecting to call upon outside resources. For the majority of boys with special educational needs, teaching staff are responsible for ensuring that their learning needs are being met within the classroom through differentiated teaching and acting on the advice of the Special Educational Needs Co-Ordinator (SENCo).

In many cases this action taken will mean that the child's needs are resolved. Only for those boys whose progress continues to cause concern should additional action be taken.

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all boys will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular boy to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the boy to learn more effectively.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the boy and his peers
- matches or betters the boy's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in behaviour, self-help, social or personal skills.

Concerns about a Pupil (Assess)

The class teacher, another member of staff, parent, or an outside agency may express concern about a boy.

The Head of School is informed and they will pass concerns on to the Special Needs Co-ordinator (SENCO). If the information comes from someone other than the class teacher, the class teacher must be informed.

Boys are observed in class by the Learning Support team and discussions between the boys, their parents and teachers take place. In-house screening/assessment may take place at this stage. Boys are closely monitored within the classroom and teachers are guided by the LS Department to adapt their teaching and resources appropriately when deemed necessary.

Plan and Do

If the Learning Support teacher agrees that a pupil should have more focused support, he will either be offered an individual learning support lesson or a group intervention delivered either by a TA or an LS teacher. Initially, boys are invited to meet with the Learning Support Teacher and to complete 'My Support Plan' which allows them to identify their own needs and their goals for support. This is adapted depending on the age of the boy. The Learning Support Teacher meets with the parents and the relevant teachers to gather their views on the needs of the boys. This information plus any assessment results and consideration of the educational stage of learning helps to feed into the Individual Education Plan (IEP) for the boy. The IEP will only detail what is in addition to or different from what has previously been tried with the boy. This may be as part of a group intervention plan for boys with similar needs.

In some cases in the Junior School and Pre-Preparatory School, the support might take place within the class or out of class through the use of a Learning Support Assistant or a Learning Support Teacher.

The class teacher should continue with differentiated strategies, adapting these, in consultation with the support teacher, so that together they meet the boy's needs.

Review

The review stage gathers feedback from the boys who have been receiving the support, the parents and the teachers. If relevant, an appropriate assessment will be done to review progress. At this stage, decisions are made re the continuation of learning support and the format of such support.

Group interventions are also reviewed through observations and informal assessments to decide if the boys need to continue with the specialised support.

When the interventions have been deemed successful, the specialist support is discontinued. In class teaching continues to differentiate according to the boys' needs and they are monitored closely by the teaching staff and the learning support team.

If, after appropriate interventions, there are still concerns that a boy is not making progress, the Head of School and the SENCO will discuss further action with the parents. This may result in referral to an outside agency for assessment and advice.

Further Assessment

When further assessment is needed to ensure correct support, parents will be advised by the SENCo to have their son seen by the appropriate outside specialist.

The assessment may result in advice about further strategies to be tried, or may recommend new resources. Conclusions and recommendations from this assessment are communicated to all relevant staff so that awareness is heightened and accommodations observed.

Social, Emotional and Mental Health

In the Junior and Pre-preparatory School, there are designated staff members who are responsible for Pastoral Support; Dr Blackford in the Pre-Prep and Miss Whiting in the Junior School. They work closely with the SENCo, teachers and parents of the boys needing such support.

In the Middle and Senior School, pastoral care is part of the Form Tutor's responsibility. Each week, there is a pastoral meeting to discuss any concerns. The online service 'B-Line' is used throughout school to identify any daily concerns that may arise. Meetings between the parents and Form Tutors/SENCo are regularly arranged to address any pastoral issues at home and/or in school.

The school uses Fegans' Counselling service and currently have two counsellors who come into school to work with specific boys.

Staff have regular training on aspects of mental health and each term, staff attend a 1 day training course run by West Kent Mind on a rota (two per term).

All boys' behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

Record-Keeping and Communication in School

Whole-school assessment and recording procedures should continue to be stringently followed.

The learning support teacher will keep records of work done with the child and will communicate with the teacher through discussion and by attendance at staff meetings. Parents are invited in at least twice a year by the Learning Support Teacher to discuss their child's progress and to outline future plans.

The computerised system PASS is regularly updated by the learning support team to ensure information is accurately communicated to staff. The provision maps and IEPs are updated at least twice a year during the review weeks. Information on Middle and Senior School boys is passed onto staff regularly during weekly pastoral meetings. There is regular contact between the Pre-Prep/Junior and the Learning Support teachers in an informal way. The Learning Support Department has a weekly departmental meeting with the pastoral team, which the Head of the Junior/Pre-Prep school regularly attends. The SENCo meets with the Headmaster every two weeks.

The SENCo attends the daily morning meetings in the Middle and Senior part of the school and the weekly meeting for the Pre-Prep and Junior School part of the school. There is a pastoral meeting for all the Middle and Senior School staff weekly.

Referral for an Educational, Health & Care Plan (EHCP)

EHCPs are statutory plans and replace the Statement of Special Educational Needs and Learning Difficulties Assessments.

Very few pupils at The New Beacon reach this stage; in the event the following procedure will be followed.

- Parents and school can request an ECHP assessment through their Local Authority (LA).
- At a referral meeting, the boy, parents and the Headteacher/SENCo will be consulted by the LA to specify their concerns and to gather the necessary information.
- The school will be asked to provide educational advice about the boy, drawing on record-keeping for differentiation, *current and past IEPs*. Intervention remains in place during the assessment process.
- All those involved with the child must continue to keep detailed records. If the LEA decides to issue an EHCP, provision will be as defined in that document.
- The LEA will notify the school when the Annual Review of the EHCP is due. The SENCO is responsible for co-ordination.

Annual Review of an ECHP

The LA reviews ECHPs at least once a year to evaluate the success of the specified interventions and to update or adapt targets. The decision to discontinue an ECHP can only be taken as a result of an Annual Review. This would happen when the pupil made such progress that they no longer need such a high level of support.

Section 3. Staffing & Partnership with Bodies beyond the School

Equal Opportunities

The Learning Support department is committed to equal opportunities in terms of race, gender, sexuality, and disability. At its centre is the notion of *access for all*. To this end, the department adheres to the whole-school policy for *Equal Opportunities, Respect for Others* and *Anti-bullying*.

Training

All staff attends relevant conferences and training days on their own specialism. There are also regular INSET days held at school on topics of general concern. Learning Support is included in this general programme. The SENCO contributes to these sessions as appropriate and advises staff towards appropriate training courses in SEN provided by outside agencies.

Outside agencies

The school maintains a list of Educational Psychologists, Occupational Therapists, Behavioural Optometrists, Speech and Language Therapists and Vision Therapists to whom the parents may take their children for assessment.

Transition

The school recognises the importance of close contact with other schools and nurseries as SEN pupils move between the stages of education.

Parents

Parents have a vital role in the identification of, and support for, SEN pupils. Every effort is made to work in partnership with parents at every stage. The learning support department regularly provides opportunities for parents to attend information events and have an open door policy for parents to use when they need to. The learning support team often attend parent meetings with the relevant teachers to discuss the progress of each boy as relevant.

Boys

Boys are, of course, central to the Assess, Plan, Review, Do cycle and have opportunities both at the initial meeting and at the review meetings to voice their opinions and to help steer the targeted support. Opportunities are provided for the boys by the learning support department to be made more aware of different learning needs in assemblies and by past pupils when they are invited in to speak about their experiences.

Section 4. Developments

The Learning Support department is proactive towards change

- Awareness of the needs of children
- Recommended professional guidelines
- Educational policy
- Resources

A Development Plan for the Learning Support Department is considered annually. A copy of this is given to the Headmaster and is available to members of teaching staff on request.

Continuous Professional Development (CPD) training is promoted to the Learning Support staff and there is a training budget provision. Staff is encouraged to cascade any relevant training to other members of the team and to teaching staff when appropriate.

Two *Learning Support Review Weeks* have been implemented from autumn 2015 to have a whole school focus on this area and to allow learning support staff to observe teaching and to liaise with relevant staff.

Resources such as testing materials are evaluated regularly by the Learning Support team and are updated accordingly. ICT resources are a focus for the next development in this area.

The Learning Support team are continuously looking for ways to improve the provision in school such as starting a touch typing club, providing sensory circuit training and a revision club for the senior boys. Other group activities will continue to be planned and implemented if appropriate.

Tracking and screening for identification of specific needs are currently under review to ensure that any concerns are identified efficiently.

Appendix. Learning Support Department Forms

The Forms found in this Appendix are used by the Learning Support Department

- INDIVIDUAL EDUCATION PLAN template (separate appendix)
- My Support Plan
- Referral Sheet Reception - Year 4
- Referral Sheet Year 5 - Year 8
- Group Intervention Planning and Review Sheet

My Support Plan

Name:

Date:

<p><u>What's important to me?</u></p>	<p><u>Great things about me:</u></p>
<p><u>How best to support me?</u></p>	<p><u>How can I help myself?</u></p>

LEARNING SUPPORT REFERRAL FORM (Reception to Y4)

Name of Pupil:	Form:	D.O.B:
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Reasons for Teacher Referral (please give as much information as possible):

Name of Teacher:	Date of Referral:
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Parental Involvement to Date:

Recent hearing test? (Y/N)	Recent eyesight test? (Y/N)
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Most Recent Attainment Scores:

	Date of test	Chronological Age (Y:M)	Result
Reading Age: (Y : M)			
Spelling Age: (Y : M)			
Maths: (%)			

Reports from External Agencies (insert date):

Ed Psych:		OT:	
Speech Therapy:		Other:	

Learning Support Observation:

Action Taken:

.....
Learning Support Co-ordinator
Date:

LEARNING SUPPORT REFERRAL FORM (Y5 to Y8)

Name of Pupil:	Form:	D.O.B:
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Reasons for Teacher Referral (please give as much information as possible):

Name of Teacher:	Date of Referral:
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Parental Involvement to Date:

Recent hearing test? (Y/N)	Recent eyesight test? (Y/N)
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Most Recent Examination Scores:

	Date of Exam	Result %	Class Average %
English			
Maths			
Science			
Verbal Reasoning			
Non-Verbal Reasoning			

Reports from External Agencies (insert date):

Ed Psych:		OT:	
Speech Therapy:		Other:	

Learning Support Observation:

Action Taken:

.....
Learning Support Co-ordinator
Date:

Group Intervention Planning & Review Sheet

Name of Provision	Example
Key Aim of Programme	.
Measurable outcomes of the intervention	
Description of the intervention	
Target Group	
Assessment	
Resources	
Length	
Delivered by	
Location	
Start Date	
Group Size	
Monitoring	Regular meetings with

Group Intervention Planning & Review cont.

TASK	NOTES	Tick when completed
1. Identify boys		
2. Contact parents		
3. Carry out formative assessment		
4. Set date for intervention to begin		
5. Prepare learning activity and log		
6. Review intervention		

Group Intervention: Planning and Learning Log

Group Names	
Intervention	Reading Group

Date/Time Spent	Learning Activity & Outcome	Fully Achieved	Partially Achieved	More Practice