

F9 LEARNING ENHANCEMENT POLICY

The Learning Enhancement Co-ordinator is Mrs Margaret Gartside. She is responsible for the assessment of students' needs and monitoring of their progress. She also has responsibility for liaison with teaching and nursing staff as well as some external agencies.

This school is committed to ensuring that pupils in all divisions (Sixth Form, Boys', Girls' and Juniors, including Infants and Early Years Foundation Stage) who have special educational needs benefit as fully as possible from the curriculum. It is our aim to ensure that all students work towards reaching their maximum potential.

Admission

Pupils with special educational needs are admitted to King's provided that they have the ability to access the curriculum and benefit from the provision on offer without detriment to themselves and the other pupils in the school. Some will join with a Statement of Special Educational Needs from the LEA that places a duty on the LEA to monitor and review provision for that pupil. Parents are encouraged to include information about specific learning difficulties with other details as part of the admission procedure. They are also asked to provide a copy of the educational psychologist's report for the school file.

Objectives

- To ensure that the identification and assessment of SEN is completed as early as possible.
- To provide a range of in-school provision with the greatest possible access to a broad and balanced curriculum.
- To ensure that pupils benefit from extra time in school and public examinations or other special conditions as required.
- To construct Individual Support Plans to inform staff of the needs of the pupils, where appropriate.
- To ensure that the system operates effectively in meeting the needs of pupils.

Identification of students with Specific Learning Difficulties

On admission to King's, parents and feeder schools are requested to provide relevant reports (educational psychologist reports, IEP's etc) or other information to help us meet the needs of the individual pupil. Where possible the Learning Enhancement Coordinator meets with the parents and pupil to discuss any support that is required by the pupil on joining the school. A list of pupils with special needs together with any helpful information is circulated to teaching and other relevant staff by the LE coordinator.

At the beginning of the autumn term all year 7 pupils and any other new pupils are screened using a computer based screening programme (NFER-Nelson computer screener). This helps us to identify pupils who show signs of dyslexia. As a result of this screening, letters are sent to parents if the screener indicates that their son/daughter show any dyslexic signs. The letter

invites them to discuss the findings of the screener and decided if they are willing for further tests to be carried out. If further testing confirms the initial indications, with parental agreement, the pupil's name is added to the LE register and information circulated to teaching staff to help them support the pupil concerned. A report is prepared of the test findings and a copy sent to parents as well as being filed in school. Where Specific Learning Difficulties (SpLD) are identified in school, parents are advised to seek a more comprehensive assessment from an independent educational psychologist. Any other pupils giving cause for concern can be referred to the LE coordinator and either screened using the computerized screener or tested by Mrs Gartside.

Staffing

Mrs Gartside and Mrs Liz Rosenfield teach the specialist dyslexia lessons in both Senior divisions and the junior divisions. Mrs Gartside is responsible for any support work in Maths and Sciences. Mrs Anne Alderson teaches Study Skills lessons in the boys' and girls' divisions assisted, where necessary, by Mrs Rosenfield. In the Junior division, Mrs Nicola Partington is responsible for the L.E register in the Infant department. She co-ordinates and writes the IEPs in consultation with the class teachers and the Vice Principal, Mrs Emma Warburton. The responsibility then passes to Mrs Sue Ord for Year 3 to 6. She writes and monitors the IEPs in this area and monitors the day to day Learning Enhancement issues. Both of the junior staff consult Mrs Gartside where necessary; she is a regular visitor to the department and carries out assessments when necessary.

Monitoring

The progress of students in all years is monitored through the regular assessment of effort and attainment in curriculum subjects. Individual Support Plans (ISPs) are used to help teachers cater for the individual needs of pupils and to differentiate tasks where appropriate. The School Nurses are available to advise on certain conditions and arrange for medication to be administered in some instances. King's will conduct an annual review of statemented pupils in conjunction with the LEA and in accordance with the Education Regulations 1994.

IEPs – Individual Education Plans

Anne Alderson writes and reviews IEPs for all appropriate pupils in the senior divisions. Teaching staff will increasingly refer to IEPs in order to understand the areas of concern, monitor and implement the strategies most relevant to the pupil and their Special Educational Needs.

Traditionally IEPs are used in schools to formally acknowledge there are concerns regarding a pupil's progress. These concerns are frequently of an academic nature but may be strongly influenced by behavioural, emotional or social factors.

At the King's school IEPs are produced in consultation with teachers, parents and very importantly pupils. Three, occasionally four, targets are set which if

achieved would have the most beneficial impact on the progress of the pupil at that particular time.

Pupils are additionally monitored in one or more of the following ways depending upon the nature of the targets set:-

1. Yellow Target Book
2. Blue Comment Book
3. In class support [this method would include detailed observation].
4. Withdrawn support 1 to 1.
5. Withdrawn support for small group work.
6. Anger management sessions.
7. Social interaction groups usually entitled Creative Thinking and Writing

Pupils are given regular opportunities to discuss their progress and the appropriate rewards are available to those who try. Parents are kept regularly informed, usually by phone, or where more detailed discussions are required via Review Meetings.

Pupils are monitored by the subject teacher in a way that indicates an understanding of the concerns the IEP is attempting to address.

IEPs are reviewed on an individual basis, most pupils will need their IEPs reviewing twice a year. Occasionally three times a year may be more applicable to the pupil's needs.

Involvement of parents

Parents are encouraged to discuss special needs during the admission interview. They are invited to give their views of the child's needs and to discuss strategies to be employed. They are encouraged to make representations to the Principal, Head of Year or Form Tutor if they feel that circumstances have changed or if their child's needs are not being adequately met. In certain situations it may be necessary to agree specific rules of conduct with parents but this will be conducted on an individual basis, bearing in mind the problems of the individual child. Mrs Gartside attends most parents' evenings and can be contacted directly by parents of pupils with SpLD to discuss any concerns or difficulties.

Provision of access to the curriculum

Students are withdrawn from curriculum areas and are allocated support by withdrawal for one-to-one work where appropriate. A rota ensures that they do not miss the same subject too often during a term. Some pupils will need to use IT to improve communication and this is to be encouraged but the responsibility for provision of equipment lies with parents. Most pupils with SpLD are entitled to extra time in public examinations. This is usually 15 minutes in every hour (25%) but it can be more. These pupils are given this extra time in all school exams and where possible this should be allowed in all other assessments. Pupils need to practise using this extra time whenever possible and should be encouraged to do so. A few pupils each year use a pc in public examinations; this is only possible when supported by an Educational Psychologist's report. Occasionally, under special circumstances, a medical specialist can provide information for the exam board requesting provision including the use of a P.C. There are strict guidelines covering the use of a P.C.

in public examination. The rules state that it must be their main form of written communication in school. In certain circumstances, and where practical, alternative provision for games and physical education may be necessary.

In-service training

The Learning Enhancement Team undergo regular training in matters relating to the needs of their students to keep abreast of developments in Special Educational Needs. The school will ensure that all staff are trained in current issues in this area.