



SENIOR SCHOOL LEARNING SUPPORT POLICY

AIM

The aim of the Learning Support Department is to provide individual or small group support for those pupils identified, either by the School or other agencies, as needing it. In this way, it aims to help pupils to access and benefit fully from as many areas of the school curriculum as possible.

In accordance with our Mission Statement, OLA endeavours to meet the individual needs of all pupils who require learning support, whether they have physical, sensory, emotional, behavioural, specific or general learning needs, and integrate them as far as possible into the School.

We strive to increase the self-esteem of each pupil and try to ensure that they achieve their full academic and personal potential. Pupils receiving additional learning support are safeguarded from being treated less favourably or being placed at a substantial disadvantage on account of their needs in regard to the educational or pastoral provision available to those who do not have these needs.

The Learning Support Department provides guidance and support for those subject staff who teach pupils with learning difficulties so that they are informed of the strategies needed to aid progress.

1.0 ORGANISATION

- 1.1 On a practical level, learning support tuition can normally only be provided by withdrawing a pupil from another lesson. After consultation, guidelines on which lessons pupils may miss have been drawn up. Effort is made to identify lessons which will cause least disruption to a pupil's overall progress; the list is in no way intended to express judgement on the relative values of different subjects.
- 1.2 As a general rule, no Year 7 pupil will be withdrawn for support during his/her first term. It is important that all pupils should settle into the school well and the aim is to avoid any treatment that will mark a pupil out as 'different' (the only exception to this may occasionally be when a pupil has been offered a place conditional upon support being given).

2.0 ROLES AND RESPONSIBILITIES

- 2.1 Provision for pupils who require learning support is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with learning support in their class, and to be aware that these needs may be present in different learning situations.
- 2.2 In addition, the role of the learning support team is to:
 - Oversee the day to day operation of the School's Learning Support Policy.
 - Coordinate the provision for pupils with special educational needs.
 - Ensure that an agreed, consistent approach is adopted.
 - Liaise with and advise other school staff.
 - Help identify pupils who may need Learning Support.
 - Interface with outside agencies as appropriate.
 - Meet with newly appointed staff to discuss procedures.

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

3.0 IDENTIFICATION

3.1 Pupils needing support will be identified using information from a number of sources. These will include KS2 SATs results, the report from his/her previous school, marks obtained in lessons, feedback from parents, concerns raised by individual teachers and the comments and grades on reports. Parents will be informed of any concerns before referral to the Learning Support Department.

3.2 Support staff will assess pupils referred to the Learning Support Department and if it is decided that they should receive extra tuition, Strategy Sheets will be drawn up.

3.3 Pupils for whom English is not the first language will be assessed using the Nelson Placement Test before a decision is made on the amount of support required. As a general guide, we recommend the following number of lessons per week:

Beginner	5
Intermediate	3
First Certificate	2 - 3
IELTS	2 - 3

4.0 CRITERIA FOR WITHDRAWAL FROM LESSONS

4.1 In deciding on withdrawals, staff are asked to check whether a pupil has a particular aptitude for a subject. We would not wish to remove from his/her timetable any area in which he/she is experiencing the satisfaction of success and high achievement.

4.2 Years 7-9

In Years 7-9, as a general rule, withdrawals will be scheduled according to the following priority list:

1. Drama/Library; Latin; PE; PSHE
2. Art; ICT; Music; Technology
3. Geography; History; RS.

(Within each group, subjects are listed alphabetically and not in any order of priority.)

4.3 Years 10 and 11

Pupils in Years 10 and 11 will be given priority for support lessons out of curriculum time. (ie during assembly, registration, lunch hour or after school.) Alternatively, some pupils may be doing a reduced number of GCSE subjects, so leaving free lessons in their timetable.

4.4 Only as a very last resort will pupils be withdrawn from English, French/Spanish, Maths or Science, all of which are subjects which build extensively on previous knowledge and which are expected at GCSE. Any proposal to withdraw a pupil from RS must be discussed with the Assistant Head (Curriculum) and the Principal.

5.0 STRATEGY SHEETS

5.1 The learning support staff will make available to all teachers, any relevant information which come with a pupil when they join the School, so that the pupil's needs can be addressed.

5.2 Strategy Sheets will be organised as appropriate for pupils who, are on the Learning Support Register and who:

- Continue to make little or no progress in specific areas over a long period.
- Continue working at levels substantially below that expected of pupils of similar ability.
- Continue to have difficulty in developing literacy and mathematical skills.
- Have emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour management programme.

- Have sensory or physical needs, and require specialist equipment or regular advice or visits by a specialist service.
- Have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

6.0 USE OF LAPTOPS

- 6.1 The School is committed to ensuring that pupils who are *entitled* to use laptops as part of their learning needs are properly prepared and can enjoy the maximum benefits from laptop use; that teachers understand how to accommodate their pupils' laptop use; and that parents are aware of their roles and responsibilities.
- 6.2 Laptops may be used where pupils have recognised difficulties with handwriting and/or problems with processing and getting their ideas down on paper. The following conditions must be met before permission is given for a pupil to use a laptop in school:
- A specific recommendation has been received from an educational psychologist or equivalent professional and the Head of Learning Support.
 - The pupil has an appropriate degree of skill in using the laptop.
 - Pupil and parents have agreed the laptop code of practice.

The use of a Laptop in Examinations must be the pupil's normal way of working.

7.0 LAPTOP CODE OF PRACTICE

- 7.1 Parents/pupils must ensure that the laptops are fully charged before the school day since they must run on battery power.
- 7.2 Parents must ensure that the laptop is adequately marked and insured.
- 7.3 Whilst in school, the pupil is responsible for the safe keeping of the laptop.
- 7.4 Whilst in school, laptops must be on mute at all times and any integrated recording devices must be disabled unless specifically requested otherwise by a member of staff.
- 7.5 Work should be printed out and stuck in an exercise book, although where appropriate and with permission from the teacher, it can be emailed.
- 7.6 In compliance with the Joint Council for Qualifications (JCQ) requirements, only laptops provided by the School may be used for public examinations and candidates will only be able to use the laptop as a typewriter, with no access to grammar or spell checks, etc.