

## **Learning Support Policy**

### **1. Introduction**

Leicester Community Academy endeavours to provide those pupils who have gained admission:

- an education which is diverse, yet inclusive, and develops the unique talents of the whole child – academically, socially, morally, emotionally and physically
- an atmosphere of honesty, integrity, tolerance and respect for all its members.

### **2. Aims and Objectives**

The School aims to reflect our belief in the principles of individual development. This policy has been developed to reinforce how we take reasonable steps to:

- recognise and respond to pupils' diverse needs, gifts and talents
- enable pupils to maximize their potential
- actively set suitable learning challenges for pupils of all abilities
- build opportunities for both support and extension into existing schemes of work
- overcome potential barriers to learning through assessment for individuals and groups of pupils
- identify the roles and responsibilities of the team providing support for individual and groups of children
- maintain a positive ethos encouraging success

### **3. Educational Inclusion**

We respect the fact that children and young people:

- have different educational, physical and behavioural needs and aspirations
- require different strategies for learning
- require, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

### **4. Special Educational Needs**

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than the majority of children the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

But ... Pupils are not regarded as having a learning difficulty simply because the language or form of language used at home is different to that used in school.

### **5. Roles and Responsibilities**

- The Learning Support Co-ordinator (Zainab Suleman):
- is closely involved in the strategic development of the Learning Support policy and provision
- operates the day to day implementation of the Learning Support policy
- oversees the screening of pupils for dyslexia

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- co-ordinates provision for pupils with learning and special educational needs
- liaises with the subject teacher/form tutor to set appropriate improvement targets
- works closely with the senior management and teaching colleagues
- manages a range of resources, human and material, linked to provision for pupils on the Learning Support register

The subject teacher will usually make the initial identification of a pupils learning needs and advise the Learning Support Co-ordinator of concerns.

Teachers support pupils by differentiating the curriculum, adapting teaching strategies and adjusting pastoral or disciplinary procedures to take account of individual strengths, weaknesses and learning styles.

## **6. Admission of New Pupils**

Admission to Leicester Community Academy is conditional on candidates meeting the entry criteria according to the Admissions Policy. The Institute must feel reasonably sure that throughout the pupil's time at Leicester Community Academy, it will be able to educate and develop the prospective student to the best of his/her potential and in line with the general standards achieved by the student's peers. These criteria are applied to all pupils and potential pupils, regardless of any disability which is advised by parents. The Institute has a legal obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared with other students who are not disadvantaged because of disability.

Leicester Community Academy requires parents to inform the School of any disability of a prospective. In assessing any pupil or prospective pupil, the Institute may take such advice and require such assessments e.g., Educational Psychologist's report, and recommendations as it regards as appropriate. With prior notification of disability, supported by the recommendation of an Educational Psychologist's report, the Institute may allow some extra time in the entrance exam for prospective students with a disability.

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Pupils requiring learning support may only be admitted to the Institute as long as the School has the necessary trained staff/ facilities to support these children.

## **7. Identification of a Learning Difficulty**

The School believes early intervention is crucial to ensure pupils with learning difficulty achieve success. To help identify children who may require support and to assess their progress we refer initially to the subject teacher's ongoing observations and assessments of an individual's performance in relation to their potential. These observations are further backed by evidence from:

- Parental information
- Pupil progress against objectives specified in the National Literacy and Numeracy Strategy Frameworks
- Pupil performance against the level descriptors within the National Curriculum.
- The outcomes of continuous common assessments
- The outcomes of more specific screening and assessment tests.

## **8. Graduated Response**

Once a need has been identified:

- the pupil's parents are informed
- the class teacher will make reasonable adjustments to the curriculum; their teaching style or to the learning environment in order to support the pupil within their class
- interventions will be reviewed and if deemed successful no further action will be taken
- if the evidence shows that further support is required this will be recorded on the Provision Map and allocated according to need and availability.
- support may take the form of additional in / out of class

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support; withdrawn 1:1 or group work; inclusion in existing support groups.

- interventions will continue to be monitored, reviewed and adjusted as required

## **9. Review Process**

- Reviews with parents are scheduled on at least a twice yearly basis.
- The Learning Support Co-ordinator attends all reviews.
- Progression towards targets and future actions are recorded and used to inform the new targets and update the internal database.
- We recognise that a learning difficulty may be temporary and subject to change. Through the review process we are able to decide whether support needs to be adapted or terminated.

## **10. Individual Education Plans (IEP)**

A Synopsis of need, targets and possible support strategies are updated regularly. The same information is available at the beginning of the year as hard copy. Staff are advised these contain sensitive information and are responsible for keeping them securely.

## **11. EHC Plans**

Where a pupil has been awarded a Statement of Educational Needs this will be converted to an EHC plan according to the appropriate LA timetable. The School will provide suitably for any pupil with an EHC plan or statement.

Review meetings will be held on an annual basis with all interested parties being invited to participate. Copies of all documentation appertaining to the review process and resulting actions are likewise circulated. The School will cooperate fully with the LA annual review.

## **12. Provision For Support/Extension**

- Support is subject to budgetary constraints and allocated according to priority of need.
- Parents may be expected to contribute towards the cost of assessment or support specific to the needs of their child e.g. word processing facilities.
- Whilst allowances are made and flexibility of approach or materials may be necessary, it is expected that all children will participate fully in school life.

## **13. Public Examinations**

Reasonable steps are taken to provide extra support for those pupils with a professionally diagnosed need when it comes to public examinations. This may include extra time for some candidates, the facility to use a laptop. These adjustments can only be made in strict accordance with the public examination board and JCQ regulations.

## **14. Physical Access**

Leicester Community Academy is a two storey building and without lifts. At present the Institute can only cater for pupils with impaired mobility on the ground floor. However, each case is dealt with on an individual basis and we would do all we reasonably could to make adjustments.

## **15. Those with English As An Additional Language (EAL)**

All applicants for a place at Leicester Community Academy are required to sit entrance exams in English, Maths and Science. This will be organised by the headteachers as appropriate and assessed by the relevant subject teachers.

Where difficulties are likely to impede academic progress and unlikely to be remedied in the course of normal teaching, it will be a condition of entry that the pupil has extra tutoring in the relevant subjects.

## **16. Partnership**

The School endeavours to work closely with parents to provide the level of support needed to ensure their child's progress. Parents are invited to attend and contribute to the review process. Thereafter they are actively encouraged to support their child's learning by helping to implement the Individual Education Plan.

Should pupils transfer elsewhere, every reasonable effort is made to liaise with the receiving school. Wherever possible, records and individual programmes are discussed in advance to ensure continuity and the continuing well-being of the pupil.

## **17. Monitoring**

The School considers the success of the Learning Support policy in relation to individual pupils and the progress made towards achieving the agreed targets.

Reviewed:            September 2016

Next Review:        September 2017