

## **Brampton College Learning Support Policy**

### **Definition of need:**

**At Brampton College we understand that there are a large number of reasons why the achievement of any one student can be adversely affected – and thereby prevent that individual from achieving their full potential.**

For this reason we will collect a file of information in our updated Learning Support Handbook at the beginning of each College year. It contains:

- An updated Student Information Register, including the new students.
- A detailed reference section containing information about every student who has a Learning Support file.
- A section subdivided to provide information on a variety of syndromes, conditions and disorders which may adversely affect a student's learning capacity.
- Advice on strategies to help the class teacher to deal more effectively with the more challenged students in their classes. This advice has been updated annually since the handbook was implemented.

### **Learning challenges:**

**Students may need support if they have:**

- A cognitive disadvantage which affects their ability to learn at the same rate as the majority of their peers.
- A specific Learning Difficulty which may or may not be linked to a cognitive disability.
- A speech and language impairment affecting their ability to comprehend.
- A behavioural impairment affecting their ability to concentrate and therefore to learn effectively.
- A sensory impairment.
- A physical disability.
- An emotional disability which can affect their ability to learn.
- A syndrome which limits the extent to which they can access the curriculum as easily as their peers.
- An extended period of absence. This could occur for a variety of reasons.

- Students who speak English as their second language.
- Students who speak English as a foreign language.
- Students who speak a different language at College to the one they speak at home, but in addition have a learning difficulty as well.
- A combination of any of the needs listed above.

## **Distribution of information**

Staff are made aware of the confidential nature of this information through guidelines issued in the Learning Support Handbook.

Information is updated as new situations occur. Distribution takes place as follows:

- Via the weekly bulletin.
- Updates for the Student Information section of the Learning Support Handbook. These are distributed via staff pigeonholes.
- By informal notes sent from Learning Support Department (Eileen McKniff) to particular staff.
- By information published about diagnostic and screening test results.
- By publishing information from a variety of Outside Professionals.
- During a meeting called by the team leader which is focused on the needs of one particular student.
- By telephone or email as appropriate to the situation.

## **Parent Partnership**

**Brampton College has regard to the Revised Code of Practice and the Disability Act 2001 when carrying out its duties towards all challenged students. Parents are included in any decisions when Learning Support provision is being made for their child.**

The College regards liaison with parents as very important; it recognizes that parents play a key role in enabling challenged students to achieve their potential. We acknowledge that parents often hold key information about their child – and that usually they have a lot of experience dealing with that child. We listen to their views.

## **Student Partnership**

**At Brampton College, we know that young people often have a lot of knowledge about their own needs – and about the sort of help they would like. We will involve them in decisions where it is feasible to do so. We encourage them to do this in order to help them make the most of their education.**

- They are invited to participate in formal discussions at Review interviews.
- The College has also established an ethos in Special Needs whereby students can make informal appointments to discuss their own concerns.

## **Assessment**

Assessment begins when the students enter the College. It is used to identify students with learning challenges. It is a continuous process.

- We look at each individual student's learning style.
- We use evidence from class teacher observation and assessment.
- We also use information from the previous College/College and external reports from Educational psychologists.
- Assessment of English as an additional language. We provide IELTS lessons for students in College and specialized science support in introducing technical language.

## **Provision**

Brampton College adopts a graduated response in order to match provision to individual student need.

## **Monitoring student progress**

The College follows procedures set down in the Revised Code of Practice. We define adequate progress according to each individual student's situation. Depending on the profile of the student concerned this might be learning which:

- Closes the attainment gap between the student and his/her peers.
- Prevents the attainment gap growing wider.
- Is similar to that of their peers starting from the same attainment baseline, but may still be less than that of the majority.
- Matches or betters the student's previous rate of progress.
- Demonstrates improvement in organizational, social or personal skills.
- Demonstrates measurable and sustained improvements in the student's behaviour.
- Demonstrates measurable and sustained efforts in the student's motivation.
- Is likely to lead to appropriate exam entry.
- Is likely to lead to participation in further education, training and/or employment.

## **Monitor Status**

- There is initial use of classroom and College resources before requesting specialist expertise.
- Monitor review slips are sent to staff twice per College year.
- Any student who gives increasing cause for concern at this time is placed 'on review'

## **On Review**

- If the student continues to experience difficulty, the College will intervene to provide specialist support which is additional to or separate from the usual differentiated curriculum.

Triggers for Action:

- Little or no progress made even when teaching approaches target the student's identified area of concern.
- Continued difficulty in developing literacy or numeracy skills.
- Uneven attainment affecting some curriculum areas only.

- Persistent emotional and/or behavioural difficulties, which are not alleviated by the teacher's usual behaviour management techniques.
- Sensory or physical problems which continue to affect learning, despite the provision of specialist equipment.
- Limited progress in social skills.

If this is the situation the College consults with parents about ways to help the student make progress. All evidence is analysed and discussed.

## **Outside Professionals**

The College seeks advice from Outside Professionals – see list at the end of this policy document. This usually follows a decision taken by the learning support teacher and other College colleagues, in consultation with parents, at a review meeting where despite receiving an individualized programme and/or concentrated support, the student is still not making sufficient progress. Visiting professionals usually see the student, so that they can then advise subject and pastoral staff on new strategies and resources. They sometimes provide more specialist assessments which will improve the College's ability to plan for future progress.

Triggers for Action:

- Little or no progress in specific areas over a long period of time.
- Working at National Curriculum levels substantially below that expected of students of a similar age.
- Continued difficulty in developing literacy and numeracy skills despite considerable in-College support.
- Ongoing emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class group, despite having an individualized behaviour management programme.
- Has sensory or physical need which requires additional specialist equipment or regular visits by a specialist service.
- Ongoing communication or interaction difficulties that prevent the development of social relationships and cause substantial barriers to learning.

It may sometimes be the case that extra expertise from other outside Professional Agencies is also required, in addition to that which was already requested.

## **Intervention**

**Depending on the evidence gathered, and the results of Review discussions this might be:-**

- Differentiated learning materials.
- Specialist equipment.
- Coursework Support.
- Individual tuition.
- Tuition in a small group.
- Social skills support.
- Counselling opportunities.
- Behaviour or Anger Management.
- Reduced or tailored curriculum.

## **Provision Maps**

**At Brampton College the Provision Map is for a student on review for learning support:-**

- The student profile.
- Provision put in place.
- Teaching strategies to enable learning to take place.
- Subject targets set by class teachers.
- The review date.

Staff record the success of the strategies used, and the progress made. They are reviewed in five week cycles. Parents' views on their child's progress are discussed at this time. The student is also invited to contribute to the review process.

## **The role of the SENCO**

**The Head Teacher, Governing Body and Leadership Group representative determine the strategic development of the Learning Support policy at Brampton College. The SEN co-ordinator has a key role in overseeing the effectiveness of the provision. The key responsibilities of the SENCO include:**

- Overseeing the day-to-day operation of the College's Learning Support policy.
- Liaising with and advising colleagues.
- Managing the Learning Support team of Specialist Teachers and Teaching Assistants.
- Managing the EAL provision according to the Revised Code of Practice.
- Providing a timetable of learning support that is both focused and flexible.
- Setting up Sixth Form support designed to help younger students.
- Providing a study skills support framework for able Sixth Formers with residual learning difficulties.
- Co-ordinating provision for students with learning challenges in all key stages.
- Developing strategic approaches to learning in conjunction with the Learning Support team.
- Liaising with pastoral colleagues concerning issues of behaviour management.
- Co-ordinating exam dispensation in all key stages.
- Overseeing records on all students with Learning Support files.
- Liaising with parents of students with learning challenges.
- Contributing to staff inset. Negotiating inset and Professional Development opportunities for the Learning Support team.
- Providing a counselling facility for students in all key stages.
- Setting up a framework of Keyworker support for designated students in all key stages.
- Setting up Social Skills support for selected students.
- Liaising with previous/primary Colleges concerning new students as appropriate.
- Liaising with the various LEAs and other professionals across UK who may have involvement with our students.

## **Visiting Professionals**

### **Counselling Services**

Mrs Barbara Hynes (BA (Hons) Cert, Higher Diploma)

### **Educational Psychologist and family therapist**

Mrs Viv Osrin