

Learning Support at Beachborough Information for Parents

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Beachborough has a whole school policy which aims to meet each child's individual needs following the guidelines of *The Code of Practice for SEN (DfES 2001)* and the *Disability and Discrimination Act 2002*.

Definition

'Children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them.' (Section 312, Education Act 1996)

'Children have a learning difficulty if they:

have a significantly greater difficulty in learning than the majority of children of 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.' (Special Educational Needs Code of Practice, November 2001)

A child may have difficulties in one or more of the following areas:

Communication and interaction
Cognition and learning
Behaviour, emotional and social development
Sensory and /or physical

Policy Principles

At Beachborough we recognise that all children have individual needs. All pupils have an entitlement to experience the full curriculum and the broader activities of school life, such as sport music, drama etc. As far as possible it is our aim that each child is able to participate in the full range of learning experiences provided in the classroom. We do, however, want to enable all children to succeed at school so we aim to identify children who may require

additional support as soon as possible.

Learning support at Beachborough

Beachborough School follows the graduated approach to identification, assessment, monitoring and review of pupils with Special Educational Needs as outlined in the Code of Practice.

Initial identification of any difficulty

Parents and teachers are in a unique position to identify, at an early stage, a child who has a greater difficulty in learning than the majority of children of the same age.

If a difficulty persists and parents and/or teachers continue to be concerned about a child's progress, his/her difficulties and needs will be discussed with all those involved in teaching that pupil. Initially any support that is deemed necessary will be given by class/form/subject teachers within the classroom setting.

School Action

It may be decided that the child's needs are such that s/he requires even more additional support. This is noted at a review meeting. The Head of Learning Support, in discussion with parents, teachers/tutors and other members of the Learning Support team, will usually formulate an Individual Education Plan (IEP) to target the individual needs of the pupil and to specify how the support will be managed. It is at this stage that a pupil may need an approach that is 'additional to or different from the differentiated curriculum plan'. This may involve some withdrawal support to meet individual needs.

School Action Plus (+)

A pupil may be referred to another professional outside school. The professional could include:

Educational Psychologist

Paediatrician

Clinical Psychologist

Speech and language Therapist

Sensory Impairment Services

Optometrist

Following referral to another professional, a new Individual Education Plan may be written, taking into account any significant further advice received.

Statement of Special Educational Needs

A child may have a Statement maintained by the LEA. In addition to having an Individual Education Plan and carrying out the relevant reviews with parents, a statutory Annual Review is held.

Implementing the IEPs and supporting pupils

If an IEP is written it is aimed at targeting a pupil's individual needs. Sometimes there is a Group Education Plan. When a group of pupils have common targets, a group learning plan may be drawn up.

Pupils who need additional support may be supported in one or more of the following ways:

- have further differentiated work in class
- work in different groupings within class
- have support in class ~ given by a classroom assistant or a member of Learning Support team
- be withdrawn to work in a small group or individually
- have a specific home / school programme
- have access to specialist I.C.T. resources in the Learning Resource area
- be supported in various ways in school tests and examinations

It is the policy at Beachborough that children should be enabled to show what they know rather than what they do not know in tests and exams. Extra time is allowed wherever a pupil's reading and/or writing speed is below his or her age level. Other than in English exams, questions or individual words can be read to the pupils as necessary.

Assessment

In school, assessments may be carried out at any stage following initial concerns. A range of up-to-date assessment material is used at Beachborough to help us to identify the nature of the pupils' difficulties. Over and above the routine observations and tests carried out in school for all pupils, some of the additional assessments used in the initial stages, may include:

SNAP (Special Needs Assessment Procedure)

Lucid CoPS Assessment for 4-8.11 yrs

LASS Junior Assessment for 8-10.11 yrs

Phonological Abilities Test for 4-7yrs

PhAB (Phonological Awareness Battery) for 7+

Word Chains (Single word reading, accuracy and speed) For 7+

Neale Diagnostic Reading Test/Spelling

Ann arbour group Screening test for 4.5 -7 yrs and 8-9 yrs

Parental permission will be sought if it is deemed necessary to carry out any additional testing with a pupil.

Resources used in the Learning Support Department

There are a range of specialist resources that are used in the Department including, for example;

Word Shark (computer)

Speaking Starspell (computer)

Lexia (computer)

Nessy (computer) ~ an integrated multi-sensory reading and spelling programme.

Stile

Beat Dyslexia

Toe by Toe

Jumpstart reading scheme

Wolf Hill reading scheme

Barrington Stoke books ~ individual stories, written specially by well known authors, for young people with specific reading difficulties

These are updated regularly to meet the varying individual needs of the pupils.

Partnership with parents

We work in partnership with parents, taking into account the views of individual parents in respect of their child's particular needs.

When discussing support we also take into account the views of the child, depending on age and maturity.

Almost all the pupils who have Additional Literacy Support have a home/school diary. This is for the child to use for all communication with home, not just between the Learning Support Department and home but for any member of staff to communicate with parents. Notes from the LS Department will usually focus on reading and spelling. Parents, in turn can send messages to us!

Frequently Asked Questions

How can I help my child with reading at home?

It would be helpful if you could hear your son or daughter read for 5-10 minutes daily. 'Little and often' is more effective. This is relevant for children in **all** forms at Beachborough.

If you would like to use slightly more challenging text you could pair read (take turns): or take a short paragraph or a few sentences, an adult reads first, then the adult and child read together, then the child reads alone.

From time to time some word cards or lists of words to read out of context or some worksheets may be sent home to accompany the reading book. If you want to do more with your son / daughter we are more than happy to give you some relevant extra work BUT they do have a long day at Beachborough and too much work expected of the child at home could be counter productive.

How do I know that the reading level of the book is right for my child?

A child needs to be able to read 95% of the text accurately to be able to have any pleasure from the reading process and to be able to understand what s/he is reading.

How can I help with spelling?

Your son / daughter is likely to have 8 spellings a week to learn. The spellings are chosen specially for your child. A special format is used and there is an explanation of the procedure available.

How can I help with handwriting?

It is the whole school policy that the children use a cursive style of handwriting. Research has shown that if a child learns to write in a full cursive style of handwriting it improves spelling accuracy. The Learning Support Department asks the pupils to start each letter on the line. A copy of the handwriting style is available. It is essential that each child uses this style when learning his/her spellings.

Could ICT help my child at home?

If you would like a fun way for your child to have access to multi-sensory reading and spelling, we recommend 'Word Shark' or 'Speaking Starspell'.

How do you manage the withdrawal support?

When withdrawal support is recommended the first priority is to ensure that all children continue to have access to a broad curriculum. For Additional Literacy Support pupils are currently withdrawn from English and/ or MFL ('Euro', French and/or Spanish). In the upper streams the timetable allows for withdrawal from Latin if necessary. There are also some pupils who come to the LS room at 8.15 before registration or during the evening study period on Tuesdays and Fridays. Those with difficulties in Maths are supported in class. We do not use break times or free time for Additional Literacy Support.

When can I having a meeting or speak to someone in the Learning Support Department?

Regular reviews are held with parents. We aim to have a formal review once a term for early years pupils and once or twice annually, depending on need, for pupils in Pre-prep 1 to Form VI. It is recognised that it is 'those little things' that need discussing as and when they arise, so the Learning Support Department is effectively an 'Open House' and, as such, parents can call in as necessary and speak to any member of the Learning Support team or make an additional appointment to meet with Angela Wheeler at any time.

Spelling Procedure

8 or sometimes 16 spellings are written by an adult in a cursive handwriting style.

In school (usually), the child copies the spellings in a neat handwriting style (as neat as possible for that individual). The date is written in the place provided.

At home (or in boarding) the spellings are dictated **in any order** ~ this is important. The date is written.

This is carried out 3 times. **Allow at least 24 hours between each dictation but aim to complete the sheet in a week.**

The child copies the spellings (or this can be a 4th opportunity for dictation). On the first day that the spellings are written here the child spells the words out loud using the **letter names** (as when saying the alphabet). The small box is ticked if correct and a dot is placed in the box if it was incorrect. Use two different colour pens for this.

The spelling sheet is then returned to school for the final spelling test.

The spellings will generally be tested about half-termly to make sure that the child has remembered them.