



Reviewed by MBR June 2017

## SPECIFIC LEARNING DIFFICULTY / LEARNING SUPPORT DEPARTMENT

### AIMS

- To identify all pupils with specific learning difficulties
- To support the pupil with both learning and self esteem issues
- To support the form/subject teacher
- To inform and work with parents

### INTRODUCTION

The Jersey Code of Practice sets out a five stage model for assessment to help match special educational provision to pupils' needs. At St Michael's, we make similar arrangements. This policy also takes into account the SEN provisions of the Special Educational Needs and Disability Act 2001 (SENDA)

Class Action (CA)	Class teacher or subject teacher identifies a pupil's special educational needs, gathers information, takes early action, and may consult with the SENCO (Special Educational Needs Co-ordinator) or other Learning Support Teacher. Pupil remains in class and is given help, using a range of strategies including differentiated work. A support teacher may take a Phonics, spelling or Comprehension Group.
School Action (SA)	The form teacher or subject teacher feels that extra support is necessary, so a Pupil Referral Form (appendix 1) is completed and the SENCO (or another learning support teacher) is asked to assess the pupil's needs. The pupil then receives in-class support or is withdrawn for extra lessons on a regular basis. The pupil will be allocated a support teacher who will design an individual programme for him/her in conjunction with the class teacher, pupil and parents. Targets and objectives will be recorded on the Pupil Profile Form (appendix 2).
School Action Plus (SA+)	Additional or more specialised support is needed by the pupil. With parents' agreement, an outside agency is called in. This is usually in the form of an Educational Psychologist or Speech Therapist. However, it should be noted that some parents decide independently to refer to an outside specialist, in order to identify their child's potential.
Record of Need (RON)	The pupil is still a cause for concern after the staff and support teachers have worked on the advice from outside specialists. A case conference will be set up with all concerned parties which will be minuted.

#### St Michael's Preparatory School

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need.

## Exceptional Action (EA)

### **St Michael's recognises that:**

- A child has Special Educational Needs only if they have a learning difficulty which calls for a special educational provision to be made for them.
- A child has a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age.
- Special needs can be categorised under nine areas.
  - General learning
  - Specific learning difficulties, e.g. dyslexia, dyspraxia
  - Emotional and behavioural
  - Language and communication
  - Auditory
  - Visual
  - Physical
  - Medical
  - Gifted and Talented
- Up to one child in five is likely to require special educational provision at some time in their school career. [Warnock]
- Pupils may have special needs in any area of the curriculum.
- Pupils must themselves, wherever it is appropriate, be involved in target setting and reviewing progress. (see pupil profile form)
- Gifted and Talented pupils also have special needs and these are catered for in class using differentiated materials and through the 'Potential Plus' programme.

### **Organisation**

- The teaching support is given by one of three support teachers or the SEN TA:
  - a SENCO, who is also responsible for KS2 and 3, learning support and pastoral care
  - a support teacher specialising in literacy and numeracy at KS 2
  - a support teacher specialising in literacy at KS1 and early years
  - a SEN TA who supports learning needs throughout the school in literacy and maths
- Teaching support is given both individually or in small groups, either within the class or by withdrawal for thirty-minute sessions.
- To ensure that pupils gain full access to the curriculum, wherever possible extra support withdrawal is given outside core subjects. Some lessons are timetabled to occur when similar

lessons are being undertaken by the rest of the class, such as English or Maths.

- The majority of pupils with special educational needs are identified by the form teacher and/or Learning Support teacher or by analysis of baseline assessment, COPS/LASS results, school exams, school reading/spelling tests or CATs scores. The school may also act on concern expressed by a parent or how the child is performing within the class.
- Touch typing is taught throughout the school from Year 3 as part of ICT and there is also early morning provision for a select group of children who have been identified as having handwriting difficulties that would be supported by work being typed.
- If the pupil is found to have language or communication difficulties, an assessment by the school's speech therapist is organised, which may result in a course of therapy. In the first term of Pre-Prep Reception (R), all pupils are screened by the speech therapist, and this too may result in a set of lessons.
- If the pupil is found to have fine and/or gross motor coordination difficulties, an assessment by an O.T. may be organised.
- The school matron keeps medical records and may advise the special needs staff of any auditory, visual, physical or medical problems. The matron is also consulted in the event of any apparent emotional problems along with the SENCO.
- There is a charge to parents for individual one-to-one lessons, a reduced rate charge for small group sessions and no charge for some arranged group lessons.

## **ASSESSMENT AND RECORDING**

- A new pupil (to the SEN support programme) will usually have had recent test results which have been the cause for concern. The support teacher may then carry out their own assessment, which could be in the form of:
  - Spelling tests
  - COPS/LASS
  - Expressive and Receptive language screening
  - DASH (detailed assessment speed of handwriting)
  - NVR/VR tests
  - Reading tests
  - Mathematics
  - CATs
  - Analysis of classwork
  - Observation
  - Memory tests
  - Phonemic awareness tests
- A register of special needs is maintained by the SENCO, which identifies the name, year group and recommendation for the pupil concerned. It also gives a brief description of the nature of the pupil's areas of difficulty and suggestions for ways to help the pupil in the classroom. This information is saved on the 'Google Drive' and will also become accessible through the portal.

- Summaries of educational needs are shared with staff and are saved on the ‘Google Drive’ for staff to use as required.
- A weekly special needs meeting is held between the SENCO and the support teachers. At these meetings the progress of special needs children is monitored, practices reviewed and relevant issues discussed.

## **INVOLVEMENT OF PARENTS**

St Michael’s considers partnership with parents very important. The school acts on parents’ concerns and incorporates parents’ views and knowledge of their child in assessment. Parents are kept informed about what action the school proposes to take and will often be asked to support pupils by supervising work completed at home. Written reports on special needs pupils are issued at the same time as other school reports. There are opportunities to discuss the pupils’ progress at parents’ evenings or the support teachers are available to speak with parents at other times by appointment.

## **RESOURCES**

It is the policy of the school to utilise a range of available resources to support the pupils’ individual needs. These include specialist computer software as well as traditional multi-sensory teaching aids.

Support staff also keep up to date with latest developments by attending courses and conferences both locally, provided by the Professional Development Centre and the Jersey Dyslexia Association, and also outside the Island for conferences and training in specific areas relating to special needs. The SENCO may attend annual area meetings of the IAPS at Milton Abbey in Dorset.

January 2001  
 (revised January 2007)  
 (revised February 2009)  
 (revised March 2009)  
 (revised March 2011)  
 (revised February 2017)

### **(Appendix 1)** **Learning Support Department Referral Form**

“All teachers are teachers of SEN”

**Please complete this form if you would like to refer a pupil to the Learning Support Department, following on from high quality teaching targeted at their area of weakness**

Pupil Name:	DOB:	Form:
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Expression of Concern by .....Role .....

Please list your concerns:

- Communication and interaction
- Cognition and learning
- Literacy
- Numeracy
- Social, Emotional and Mental Health
- Sensory and physical
- Other, please specify

Please List your interventions to date:

- Differentiated work
  - Specific targeted provision, please specify
- .....  
.....  
.....

- Meeting/communication with parents because of concern
- Length of concern and intervention .....

Results of testing:

CAT scores (if appropriate)

Reason for referral to Learning Support Department

.....  
.....  
.....

Signed: .....

Date: .....

## Appendix 2

### St. Michael's Preparatory School Pupil Profile

Name:	Class:	Date:
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#### These are my strengths:

<b>I'd like you to know that:</b>			
<b>These are strategies / resources adults can use to help me:</b>			
<b>I will help myself by:</b>			
<b>Additional support:</b> <ul style="list-style-type: none"> <li>● Individual lesson</li> <li>● Group booster lesson</li> <li>● Speech Therapy</li> <li>● OT</li> <li>● Other, please specify</li> </ul>		<b>Additional information:</b> <ul style="list-style-type: none"> <li>● EP report</li> <li>● COPS and LASS testing</li> <li>● Sight test (recent)</li> <li>● Hearing test</li> <li>● Other, please specify</li> </ul>	
<b>Areas Needing Development</b>	<b>Action to be Taken</b>	<b>Parent Role / Support</b>	<b>Progress made</b>
1.			
2.			
3.			
4.			
5.			

6.			

**Signed:**

..... Pupil

..... Learning Support Teacher

..... Form Teacher

..... Parent