

Chafyn Grove School Learning Policy



Learning Support Policy

EYFS to Year 8

Learning Support encompasses many aspects of school life, and does not refer only to those pupils who are seen in the Learning Support Department.

Areas relating to 'Learning Support':

Class based- Staff expertise (QFT), resources, differentiation
Whole school learning skills
Additional Support: SEND, Relative needs
EAL
AGT
Pastoral
External specialist care; including healthcare & social services

Mission Statement

We aim to provide every possible opportunity to develop each child's full potential. Children with Additional Needs, including those with Special Educational Needs and Disabilities, must be valued as individuals and should be encouraged to integrate with their peers, both socially and academically. Where possible, they should have access to the whole school curriculum. At all times, consideration will be given to maintaining and enhancing the self esteem of all children with Additional Needs.

Children join the Learning Support Department at Chafyn for a variety of reasons. These include pupils with Dyslexia, pupils with English as an additional language and those who experience more general difficulties across the curriculum. Their needs are met both within the Learning Support Department and across the curriculum, by appropriate differentiation and support. Teachers in the Learning Support Department include specialists in Dyslexia and a range of other Specific Learning difficulties, as well as staff with experience of teaching EAL.

The Learning Support Department works closely with staff and parents to ensure that the needs of pupils are identified and met as they progress through the school.

Within the department, we aim to provide a secure, happy learning environment, to develop confidence, self-esteem and independent learning. Time is always given to listen to pupils' concerns, in a sensitive manner. A flexible, adaptable approach is encouraged and staff adjust to a variety of needs, as they arise. Pupils are encouraged to question, research and to reflect, in order to develop into confident, independent learners.

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Pre-Prep Learning Support

There is a member of staff responsible for EYFS/Yr 1/Yr 2 Learning Support within the department, with guidance from the Head of Learning Support.

Children are monitored throughout Pre-Prep by the class teacher. Any concerns or relevant observations on a child's academic or pastoral development are discussed in the department, with the child's parents, the Pre-Prep Learning Support Coordinator and if necessary, the Learning Support department.

Additional support if required, is provided within the class using a TA, small group work, individual sessions with teachers and using a range of tests when and if appropriate. Outside agencies are involved when required.

When a child moves into the Prep school, discussions are held between the existing teacher, the new teacher and the Learning Support department.

When pupils require 'Additional Support', this may be provided in a number of different ways:

- Class based differentiation, including 'Access arrangements'
- Additional in-class support
- Small group support outside the classroom
- Individual and small group support in the Learning Support department
- Input and therapy from external specialists

Pupils receiving 'Additional Support' are categorized as:

Pupils with a relatively mild difficulty

This could include pupils who need to 'catch up' or have gaps in their skills and knowledge, or a very specific area of difficulty, without evidence of a SEN

Pupils with Special Educational Needs (SEN); that is Learning Difficulty and Learning Disability

These pupils are covered by the Code of Practice, termed SEND Code of Practice: 0 to 25 years, July 2014

Pupils with English as an Additional Language (EAL)

These pupils do not have SEN

They may have 'Additional Support' depending on their particular skills and needs.

In practice, all pupils who are receiving 'Additional Support', will be supported by the same practical framework within school, as described in the SEND policy, but only SEND pupils are covered by the SEND Code of Practice.

All pupils are subject to the 'Equality Act'

The School's SEND policy refers to pupils with SEN at Chafyn Grove School.

The EAL Policy is described below:

English as an Additional Language

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At Chafyn Grove, we aim to enable full access to the whole school curriculum for all EAL pupils, by reducing potential barriers to learning and making reasonable adjustments to achieve this aim. We also realise the importance of helping pupils to integrate socially and emotionally with their peers and all members of the school.

Where English is not the first language of a pupil, we may need to make other adjustments to ensure that they feel happy and secure at school, as well as helping them to develop both as individuals and academically. This would include having an appreciation for their native culture, language and lifestyle.

Pupils of other nationalities and cultures must be allowed to keep connections with their original language and social mores, whilst embracing all aspects of English language, social habits and culture; this would include having access to local places of interest. Although a fundamental aim is to expose EAL pupils to English Language in its entirety, they should also be allowed to converse in their own language at appropriate times.

Initially, they would be assigned a particular 'buddy', to guide them through the daily routines and expectations within school.

Generally, students from other countries, where English is not their first language, would be seen in the Learning Support Department, to ascertain their particular English language needs and additional language support would then be provided as appropriate for their particular needs.

Learning Support programmes cover the following areas: Spoken language, pronunciation and communication; grammar & vocabulary, topic work & research, exam practice, curriculum support. To meet the general curricular and social needs of EAL students, the Learning Support Department also provide general advice to staff from all spheres of school life and provide materials for use across the curriculum where particular differentiation is needed.

Boarding: EAL students would normally be members of the boarding house and they would be supported in the same way as other boarders, bearing in mind their particular needs with regards to having EAL. (Reference boarding house and pastoral policies) In particular, they should be allowed to communicate with their family as needed, with due regard to convenience and the school day.