

LEARNING SUPPORT AT SCALBY SCHOOL

Learning Support provision is managed by **Mrs D Ford**

The Resourced Provision for the Hearing Impaired is managed by **Mrs L Combes**, Teacher of the Deaf

The Learning Support Team staff consists of the following:

- 2 Learning Support Teachers
- 2 Learning Support Teachers (Outreach)
- 1 Typing Tutor
- 2 Higher Level Teaching Assistants
- 9 Teaching Assistants (full time)
- 6 Teaching Assistants (part time)
- 1 Midday Supervisory Assistant

PROVISION FOR IDENTIFIED STUDENT GROUPS

Curriculum access arrangements are in place for students with special or additional educational needs. Students are fully integrated within the mainstream classroom organisation of the school and individual learning needs are provided for by appropriate setting arrangements, differentiation of the curriculum and in-class support.

A wide range of individual needs are catered for including learning difficulties, sensory and physical difficulties, medical disabilities and behavioural, emotional and social difficulties.

Provision for students' individual needs will be detailed in a **Personal Education Plan (PEP)** which will give details of any curriculum modification and target setting; behaviour management issues; special curriculum access arrangements and any specific pastoral provision required.

- Where **medical issues** have a significant impact on learning, some students will have a written Care Plan. Where a medical condition leads to prolonged absence, i.e longer than three weeks, an application can be made through the school medical officer, for Home Tuition.
- Additional **support packages** are developed to meet the needs of individual students who may have physical disabilities. Access to all curriculum areas for wheelchair users, is good. There are lifts in two parts of the building and access is enabled elsewhere with the provision of ramps and stair lifts. Each student also has an individual fire evacuation plan. Two hygiene rooms are available for use, equipped with ceiling hoists and shower facilities. Provision of a Physiotherapy plinth allows physiotherapy sessions to take place in school.
- A designated **Learning Support Base** is provided, which offers a sheltered environment to students who find school a challenging environment. Students are catered for here in a variety of ways to supplement their mainstream provision.
- A **Resourced Provision for the Hearing Impaired** is provided to support the needs of students with hearing loss ranging from moderate to profound. Mrs Combes, a member of the NYCC Specialist Teaching Service, who is a qualified teacher of the deaf and a signer, is in charge of this provision. She has a peripatetic role but is based in the school for part of the week. Mrs Combes also has responsibility for monitoring all the students with hearing impairment in the school. Students may be supported by teaching assistants and there are designated classrooms areas supported with a soundfield system. Small group activities in the Resource Provision are sometimes organised to provide access to a language-enriched environment and extend the development of speech and language. Signing support in British Sign Language is offered.

External Agencies

When necessary the support provided by the school can be supplemented by the involvement of a wide range of external agencies including the following:

- Learning Support Service
- Behavioural Support Service

- Educational Psychologist
- Specialist Teaching Services for students with a sensory or physical disability
- Educational Social Worker
- NHS Trust
- Speech and Language Therapy
- Community Education Service

Teaching Assistants

Learning Support teaching assistants work closely with the students identified as having special or additional educational needs and are keyworkers for identified students with a Statement of SEN or supported at Action Plus of the SEN Code of Practice. Teaching Assistants provide both in-class support and individual help outside of the class.

Each teaching assistant will have identified responsibilities for specific students. They also provide support to any child in the class who needs help. They work to:

- foster the participation of all students in the social and academic activities of school
- promote the independence of all students with whom they work
- help raise the standards of achievement for vulnerable students and those with special educational needs

Supporting the Development of Basic Skills in Literacy and Numeracy

Support strategies for enhancing literacy and numeracy skills are delivered in three main ways;

- intervention which takes the form of small group work for a 6-10 week period where students are withdrawn from lessons for short periods
- use of ICT workshops
- support from a 'Buddy' — a trained year 11 student mentor

Programmes of study are developed by Learning Support teachers and Individual Education Plans are drawn up.

Links with Parents

The policy for parental liaison in general, reflects that of the school policy. The central principle is that the education of students is a collaborative activity involving both teachers, parents and students. Parents know a great deal about their children and are an invaluable source of information and insights. They possess knowledge about particular strengths and weaknesses, skills, sources of anxieties, preferences and aspirations.

Members of the Learning Support team welcome regular contact and meetings with parents of students with special educational or additional educational needs and believe that this liaison can enhance the progress of the students significantly.

Review meetings are offered on a regular basis for all students with a statement and also for those at School Action Plus.