



Learning Support statement

Learning support enables all pupils to reach their own academic potential, taking account of individual aptitudes, and needs including those pupils with an Individual Learning plan or EHCP, or those with EAL. If a child has a learning difficulty of any kind, including EAL or a specific learning difficulty such as dyslexia, our school does all it can to meet their individual needs.

How are pupils' need identified?

- Prior to entry: If a pupil falls under SEND the Head of Learning Support liaises with parents and previous schools to provide previous assessment results and detail of support received.
- On entry: Pupils new to Year 3 – 6 are assessed using standardised tests by a member of the Learning Support department. Senior pupils sit age-appropriate maths and English assessments. Below average scores may be an indication of a learning difficulty and the Head of Learning Support will liaise with parents and teaching staff to discuss the potential level of support required and if this can be facilitated by the school.
- Internal referral: If a child displays signs of having learning difficulties, their teacher makes an assessment of this need and then informs the Head of Learning Support. Pupils can, and do, refer themselves. In many instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation.
- Referral to outside specialists: If a child's need is more severe, we involve our Head of Learning Support further who then contacts and speaks to parents about providing further assistance outside the classroom. Where necessary we advise parents to obtain a formal Educational Psychologist's report and a decision is made regarding whether or not an EHCP should be applied for.

How are pupils supported?

The school provides a learning pathway for each of the pupils on the Provision Map. This sets out the nature of the difficulty and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. The provision map is updated on a termly basis.

Direct intervention may be required if pupils are identified, through data analysis and teacher observation, as making limited progress. In class or 1:1 support may be put in place temporarily until the pupil's progress is in line with their peers.

Core Booster sessions are for those pupils who do not take as many languages in KS2 and KS3 or who choose to take a reduced number of GCSEs. They are an opportunity to organise and catch-up on their classwork, coursework and homework, receive support from a core subject teacher and to complete thorough revision.

Access arrangements are arranged by the Head of Learning Support. All internal assessments are monitored by staff as to whether pupils require extra-time, word processors, scribes, readers or prompts; feedback is collected by the Head of Learning Support. Those pupils who appear to require an access arrangement are assessed at the end of Year 9 or later by an external assessor who is known to the school.

If the special needs of a pupil are extensive, we will hold a discussion with parents as to whether the school is the best place to provide for the pupil's needs. If after that discussion the decision is to keep the pupil at the school, the school and parents will jointly investigate applying for an EHCP to provide subsidised support for the individual.

Personalised Learning

The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual pupils, then we do so only after the parents of the child have been consulted. Adaptive strategies ensure that there is access and opportunity for all pupils to learn and to make progress. Attention is given at all levels to pupils reflecting upon the process of learning, through study skills tutorials and individual help and support.

In addition to adaptive strategies work to support the less able and extend the more able, other initiatives are also in place to ensure that the able, gifted and talented are challenged and extended e.g. opportunities to learn chess, Salisbury City Challenge, UKMT Intermediate Mathematical Challenges and participation in local, regional and national competitions.

Core Booster

Whilst ten GCSEs is a reasonable aspiration for most pupils at Leehurst Swan, some pupils may choose to opt for fewer GCSE courses and benefit from additional specialist support in their core subjects through timetabled booster provision.

We believe that education is not about forcing pupils to fit a pre-determined mould; uniqueness matters. As a school, we encourage all pupils to find their voice, to explore and develop their passions and potential, preparing them to be adaptable to an ever-changing world. We are determined that pupils should choose subjects that inspire them—subjects in which they are emotionally invested. Our bespoke approach empowers pupils to be fully involved in their education increasing their chances of success and enabling them to realise their potential and fulfil their dreams.

We see success not just as achievement in examinations, but on the sports field, on the stage or in something outside of school altogether. Our individualised approach to teaching and learning ensures that every child is encouraged to 'find their voice', in whatever way that might be. Specific learning requirements, whether being stretched or a little extra support, are addressed either by subject specialists through adaptive strategies or through our learning support department, or a combination of both.

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