Learning Support at Sacred Heart Catholic Primary School

INFORMATION FOR PARENTS
The best way to describe Learning Support at Sacred Heart is to use the triangle as a model. Learning support operates as a graduated response in three phases.

**Wave 1** is the classroom practice that **all children have access to**. This is teaching that is differentiated to meet the varied needs in the classroom and is led by the class teacher.

**Wave 2** is designed to support pupils to meet their full potential, increase rates of progress and secure learning in line with age related expectations. This usually takes the form of a tight, structured programme of small group support, carefully targeted and delivered by teachers or teaching assistants who have the skills to help pupils achieve their learning objectives. This can occur outside (but in addition to) whole-class lessons, or be built into mainstream lessons as part of guided work.

**Wave 3** is in highly personalised to meet the individual needs of a small numbers of children experiencing significant difficulties and includes specifically targeted approaches for children identified as requiring more specialist support.
MONITORING PROGRESS AND SUPPORT IN RECEPTION

During their time at school children develop, acquire skills and progress at different rates. During the Reception Year the children’s progress is closely monitored by their classroom teachers and where necessary some children are supported in smaller groups by a teaching assistant if they need some additional support to grasp the early skills in literacy and numeracy. In addition the children have lots of opportunities to learn the skills of socialising, behaving appropriately and dealing with their emotions and are supported in these area through carefully structured classroom activities.

If class teachers feel that a child may need some additional support they will implement some small group sessions. If they feel that a child may need more intensive support they will discuss this with the school’s Inclusion Manager and parents.

LANGUAGE LINK SCREENING IN RECEPTION YEAR

During the Autumn Term of Reception Year all children undertake a language screening assessment called Language Link. This is a fifteen minute assessment with an adult using a computer package. The results then produce a language profile for each child and we are then able to identify children who may need some additional support within school for language or make referrals to the Speech and Language Therapy Service. Good understanding and use of language are at the heart of all learning and we believe that early intervention where difficulties are present is essential.

PROGRESSION THROUGH SCHOOL AND ADDITIONAL SUPPORT

In line with education guidance Sacred Heart, like all schools, has a Special Needs and a Gifted and Talented Policy and a Learning Support Register and a Gifted and Talented Register. These are the means of identifying and sharing information within school about pupils who have additional needs with learning. These registers are fluid documents and pupils can be placed on them for short periods of time or can be on the registers throughout their years at school. If the decision is made to place a child on the register or remove them parents will be informed.

Pupils progress is constantly monitored through termly Pupil Progress meetings and during these meetings school staff discuss allocating pupils to support intervention programmes to aid progress. Again parents are informed when children start and finish these programmes.
**ADDITIONAL AGENCIES THAT WORK WITH SCHOOL**  Many support agencies work with school, such as Speech and Language Therapy, Occupational Therapy, Education Psychology and the Hillingdon Special Needs Advisory Team. Referrals are made to various services if schools feels that this is appropriate. Any referrals are part of a process of support and are always discussed with parents.

**PARENT WORKSHOPS**  At various times school organises workshop events for some parents to attend—these can be on various topics such as phonics, reading skills, spelling or numeracy. In addition if your child is attending a Wave 3 Intervention Programme the Inclusion Manager organises a parents workshop to share the programme and aid parents in supporting their child at home.

**TYPES OF SUPPORT PROGRAMMES IN SCHOOL**

- Phonics
- Handwriting
- Reading Comprehension
- Numeracy
- Spelling
- Language support groups
- Speech and Language groups
- Occupational therapy
- Social Skills
- Seasons for Growth—intervention for pupils who experience change or loss in their lives.

**WHAT TO DO IF YOU ARE CONCERNED ABOUT YOUR CHILD’S PROGRESS OR LEARNING NEEDS.** The first point of contact if you have any concerns about your child is their class teacher. Class teachers have the overview of the pupils in their care and they will be able to discuss and concerns and advise parents in the first instance.

If you have any immediate concerns that your child has any additional needs (prior to starting school) or your child is being seen by a support agency at present (such as Speech and Language or Occupational Therapy) please contact Mrs O’Kane (Inclusion Manager) so that she can plan any additional provision if appropriate.