



TRRS LEARNING SUPPORT POLICY

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INTRODUCTION

The Roman Ridge School is committed to providing pupils with additional academic support when needed, both in and out of the regular classroom setting. Teachers seek to provide all pupils with adequate support during lessons, with additional support provided by a Teaching Assistant in some classes. If further support is deemed necessary, pupils will be registered to participate in Support programmes. These programmes are co-ordinated by the Teacher, Principal Teachers, Subject Co-ordinators & Sectional Head.

Aims and Objectives

The aims of the policy are:

1. To identify and assess pupils requiring support.
2. To provide support for these pupils.
3. Formulate Individual Education Plans (IEPs) for identified pupils where necessary
4. To review the support provided for pupils.
5. To liaise with Parents, Teachers, Subject Co-ordinators, Sectional Heads and the Principal
6. To identify the roles and responsibilities of staff providing support for pupils.
7. To maintain a register of pupils requiring support.
8. To support and advise departments and teachers in school with regards to resources, pupils, schemes of work etc.

Identification

Pupils in need of support should be referred to the Sectional Head, who may be alerted that support may be needed from a variety of sources: Teachers, Form Tutor, following information from a previous school or parent, following assessment or diagnostic tests, individual interviews, data tracking and lesson observations. Pupils with a Statement of Educational Needs (SEN) or Learning Assessment from a registered professional will automatically be recommended to receive scheduled learning support.

Some pupils will receive group support, others one-to-one and the frequency of support will depend on the individual's needs.

Education Provision

Junior & Middle School

Further to the support they receive in class, pupils in the mainstream who require consolidation in a particular subject area, have gaps in their learning or are working below age-expected level will also be scheduled to receive 'pull-out' support at least once weekly. These sessions may take place in small groups or individually and will be facilitated by the designated Teaching Assistant. In some cases, a pupil's regular timetable may be slightly

modified to accommodate these support sessions. A pupil's inclusion in this programme may be temporary and is reviewed termly. Schemes of Work for these programmes are drafted by the Class/Subject Teacher and Subject Co-ordinator, reviewed by the Sectional Head.

Pupils who have been identified as English Additional Language (EAL), in need of significant learning support or are working well below or significantly below age-expected level, will have their timetables streamlined to accommodate regular scheduled support. Individualised Educational Plans (IEPs) will be drafted for these pupils by a Principal Teacher/Subject Co-ordinator, in conjunction with the relevant Teachers, reviewed by the Sectional Head and Principal. IEPs must be circulated to the child's Form Tutor/Teacher and parent/guardian and reviewed termly.

Senior School

Based on Common Entrance results, information from Middle School or entrance exam scores, the Head of Senior School will arrange for student to receive extra support from a designated Teaching Assistant or Teacher in a subject area. If a student is identified as generally underperforming or working well below or significantly below age expected level, their timetable may be streamlined to accommodate regular scheduled support with an IEP drafted.

Based on academic performance in Form 3, the Head of Senior School will recommend the number of IGCSE subjects a pupil should take, which normally ranges from 7-9 subjects. Underperforming students are normally advised to take 7-8 subjects, to permit time in their schedule to attend support sessions in key subject areas. Schemes of work for these sessions are drafted by Subject Teachers and normally implemented by designated Teaching Assistants. Students who have been identified as needing significant learning support or are working well below or significantly below age-expected level, will have their timetables streamlined to accommodate regular scheduled support. Individualised Educational Plans (IEPs) will be drafted for these pupils by a Principal Teacher/Subject Co-ordinator, in conjunction with the relevant Teachers, reviewed by the Sectional Head and Principal. IEPs must be circulated to the child's Form Tutor/Teacher and parent/guardian and reviewed termly.

At the Sixth Form, students in need of subject-based support will be timetabled to meet with Subject Teachers or designated Teaching Assistant. Individualised Educational Plans (IEPs) will be drafted for these pupils by a Principal Teacher/Subject Co-ordinator, in conjunction with the relevant Teachers, reviewed by the Sectional Head and Principal. IEPs must be circulated to the child's Form Tutor/Teacher and parent/guardian and reviewed termly.

Monitoring and Feedback

The progress of all pupils receiving learning support is monitored by Principal Teacher/Subject Co-ordinator and Sectional Head. Sectional Heads are responsible for keeping Management and parents updated on the progress of pupils receiving support.