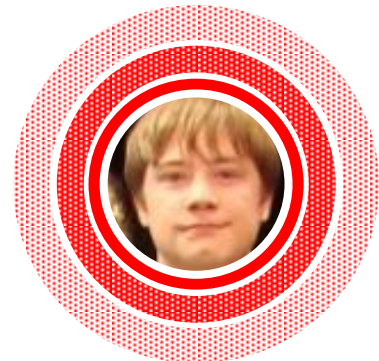


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## **LEARNING SUPPORT NEW INTAKE 2014**

**Subject Leader:  
Mr T Eager**



**Academic excellence Shared values Outstanding education**



## **STUDENTS WHO HAVE SPECIAL EDUCATIONAL NEEDS**

### **WHAT SORT OF NEEDS?**

The 1981 Education Act stated that 20% of all students will, at some point in their school career, experience learning difficulties and will, therefore, have a special educational need. The revised Code of Practice 2001 lays out the intervention needed at each of the 3 levels of the code: School Action, School Action Plus and a statement of Special Educational Need.



### **HOW DO WE IDENTIFY BOTH THE STUDENTS AND THEIR NEEDS?**

A student has a special educational need when he/she has a greater difficulty in any aspect of learning than the majority of students of the same age. The Redborne Learning Support Staff meet their colleagues at Middle Schools to identify such students to establish the level of support. They also discuss how their individual needs might continue to be met once at Redborne. Once the students are attending the school, the Learning Support staff rely on progress monitoring by both class staff and Learning Support staff to identify those who are *failing to make adequate progress*.

### **HOW DO WE HELP?**

In common with other Upper Schools we operate a whole school approach with regard to the Code of Practice. All members of staff have a responsibility for these students. Overall co-ordination of Learning Support is the responsibility of Mr Eager but several members of staff each contribute to the provision we offer.



## **STUDENTS WITH STATEMENTS**

If it is felt that a student's needs cannot be met within the school's existing resources we can ask the Local Authority for help. This may be support from outside agencies such as the Education Psychology Service. In some cases the student is issued with a Statement of Special Educational need. Usually, extra resources are then allocated to that statemented student by the Local Authority to help the school offer the right support for that particular student. However, the statementing process can be a lengthy one. So, from the student's point of view, the earlier in his/her school career it is started, the better.

## **LEARNING SUPPORT ASSISTANTS**

A team of seventeen Learning Support Assistants has been appointed to provide extra help for students with statements of special educational need.

### **The Learning Support Department:**

Mr T Eager : SENCO

Miss M Ellis : Assistant SENCO and Learning Support Teacher

Mr B Middleton : Learning Support Teacher

### **Learning Support Assistants**

Ms L Cooper                      Mrs C Karaiskou                      Mrs C Rogers

Mrs D Girdlestone                      Mrs A Mason                      Mrs P Seed

Ms N Crick                      Mrs E McIntosh                      Mrs B Thompson

Mrs G Dickerson                      Mrs M Murphy                      Mrs J Wale

Mrs F Martin                      Mrs M Baxter                      Miss G Hawkins

Mrs M Walton : School Counsellor