

# CHRISTCHURCH RUDOLF STEINER SCHOOL

## COLLEGE PRINCIPAL GROUP

### Management

#### **NAG 1 - Student achievement and curriculum**

#### **Procedure. .4a Learning Support - Lower School – Identification, Planning and Monitoring Process**

#### **Child information:**

- Teacher/ Parent observations
- Specialist reports (Seabrook, Helios, Ed Psycholgist)
- Kindergarten information
- RTLB information (from previous school)
- Previous school information
- Formal assessments (NumPA (Numeracy) Class 2, 9 Year Reading Net (Class 3). PAT, STAR (Class 4-7)
- Informal assessments from Class teacher.
- Extra Lesson Assessment.

Note: Class 1 Sensory Motor Group are identified through Teacher Observation, previous Kindergarten attendance and discussion with SM Group teachers. They are added to the Learning Support Register for the duration of the SM group then removed if the teacher decides that they no longer need to be monitored.

#### **Process of Identification and Planning:**

- Teacher and parent discuss information/observations
- Teacher adapts classroom programme (if necessary)
- Child's progress is monitored with ongoing teacher and parent observation, and class/school assessments.
- If the child's needs cannot be met in the regular classroom setting, teacher, parent and SENCO plan for the adaptation of the classroom programme and additional support where necessary. Child is added to the Learning Support Register and progress is monitored by Teacher and SENCO through termly meetings, and Teacher, parent and SENCO through the IP process (Individual Plan).

#### **Learning Support:**

It is accepted that all children gain confidence through completing the learning task which is expected of the class.

In order to complete the task(s) the following will be considered (where necessary)

#### **Written work:**

- If the task is necessary for writing practise;

Reduced expectation of work (eg. less written work required to complete the task)

Blackboard writing provided on a separate page for the child to have beside them for copying.

Other adaptations eg. 'close', re-organising the written matter

- If the written task is to record work;

other methods will be considered eg. dictating to Teacher, Teacher Aide, classmate, parent.

### Numeracy, Literacy (Reading and Spelling)

Children work in a group which caters for their level of ability. Class and homework tasks are planned at an achievable level.

Teacher Aide may support with class tasks, ability groups, extra practice 1:1 (from the teacher's plan).

1:1 tuition will be considered where the child cannot access areas of the curriculum within the classroom setting (ie. working at a level below the lowest ability group), or there is a diagnosis of SLD/Dyslexia etc. The decision is based on assessment information from age 9 and older.

### Other subjects (Handwork, Eurythmy, Gardening, Woodwork and Cooking)

Tasks are adapted for the child to learn the relevant skill at their level of ability (where necessary)

### SLD/Extra Lesson tuition:

This is an individualised programme taking the form of SLD tuition or Extra Lesson or a combination of both approaches (depending on the child's underpinning weaknesses). A teacher trained in this area will use a structured multi-sensory approach to spelling, writing, reading, and perhaps maths. It is based around word recognition and recall, working with groups of similar sounding words (Word Families). The link between sound and correct conventional spelling is made through phonological awareness. The SLD teacher calls upon the areas of strength of the child to develop the underpinning weaknesses in their processing and memory capacity.

SLD students progress through Spelling and not Reading because the correct teaching of spelling develops all the processing skills and phonic/orthographic knowledge involved in reading without the extra load of skills required for Reading (eg. comprehension, oral production, interest level of the passage etc.). Reading is a much more complex task than Spelling, so a structured Spelling approach lends itself to more success being experienced. Acquired Spelling skills are then transferred into Reading. Extra Lesson is an Anthroposophical approach to supporting and developing underpinning weaknesses.

The programme is supported by the Class teacher and parent so that the child's learning is transferred to the classroom and home.

Children are generally considered for this support after the first formal assessment at 9 years old.

Outside support may be recommended where necessary (eg. Seabrook McKenzie, Helios OT, Anthroposophical doctor or nurse, Osteopathy, Behavioural Optometrist, Art Therapy etc).

### Monitoring Progress

- Teacher monitors progress of children through observation/assessment (formal and informal)
- Teacher and SENCO meet regularly to check on progress of children and implement changes/add support/meet with parents where necessary.
- Where an IP is necessary, parent, teacher and SENCO meet regularly to monitor child's progress.

### Learning Support Register

Purpose:

- Aide with the monitoring of children who have been identified as needing extra support with their learning.
- Aid the decision of distribution of Teacher Aide and SLD/Extra Lesson tutor support.

## **Identification Categories (Historical; not currently ranked)**

### **Category 1**

Children who have been identified with global needs or developmental delay of 3+ years deficit in most areas of the curriculum. These children are likely to best gain skills to access the curriculum from some sessions of withdrawal in a small group or one to one. This includes those children funded through ORRS and those with ongoing symptoms such as Dyspraxia and Aspergers Autism.

### **Category 2:**

Children who have a deficit in one curriculum area of 2+ years or have Stanine 1 or 2 in PAT test results. These students may or may not need withdrawal to gain skills to access the curriculum.

### **Category 3:**

Children who have an academic or social skills deficit in one or more curriculum areas who can have access to the curriculum through adaptation of content and/or setting, within the classroom setting.

### **Individual Plan (IP) Process:**

Where a child cannot access areas of the curriculum at their ability level, the curriculum is adapted and an Individual Plan is made and monitored by the parent, teacher and SENCO. All students working out of the classroom with an adult other than the Class Teacher will have an IP so that the student benefits from a programme supported by home, classroom, Learning Support teacher and Teacher Aide (where appropriate).

*Date approved: 15 February 2015*

*Responsibility for administering this procedure: Management*

*Management Responsibility for review: Management*

*Signed:*

A handwritten signature in black ink, appearing to read 'A. R. ...', is written over the 'Signed:' label.

*Review: February 2019*