

Learning Support Policy

As an authorised IBO school delivering the Primary Years Programme, we “encourage our children to become active, compassionate and lifelong learners who understand that other people, with their differences can also be right” (IBO Mission Statement).

At Rossall School, we aim to offer all our children and parents a unique and successful learning environment of inclusion. Inclusion is about responding positively to each individual’s unique needs. Difference and diversity are considered positive elements and opportunities for enriched learning and inclusion instils a sense of community and belonging for the entire school community.

Our aim of increasing access and engagement is achieved through an approach of teacher parent collaboration, mutual respect, sensitive support and teamwork.

We promote equal opportunities for all our children by recognising they all think, and so learn, differently. Therefore differentiation is essential within our classrooms. Teachers and pupils are able to identify the most effective strategies for achieving goals.

The Learning Support coordinator liaises closely with all teaching staff to promote equal access to the curriculum for all our children.

- If a Child displays signs of needing learning support or being gifted and talented, their form teacher will liaise with the Learning Support Teacher; the needs of each child are then informally assessed to determine learning strengths and weaknesses. This helps to affirm self-identity and so build self-esteem.
- Where specific learning support is required, an IEP is developed by the Learning Support Teacher alongside the child in conjunction with all teachers involved. This is then shared with the child’s parents and used as a framework for meeting any specific needs.
- An IEP is continually reviewed by the class and learning support teachers to ensure progress and aid in the development of new targets.
- The learning support that takes place aims to help children develop skills that make the curriculum more accessible. This in turn supports the child’s full integration in the class.
- Within Rossall, each individual’s prior knowledge and previous learning are respected and used as a basis for further learning.
- At Rossall, learning support aims to reflect the school ethos of inclusion, therefore support is provided in the classroom and within group work as far as possible. However, where it is felt beneficial to the child one-to-one sessions will be provided.
- Appropriate external agencies will be provided if it is felt such services are in the best interests of the child.

All children are given the opportunity to learn in a safe environment in which the success of every child is celebrated, alongside the child and in conjunction with all teachers involved.

Written and agreed: October 2012

Revised and amended: June 2017

Review date September 2019

SLT Lead KMLee