



Policy Title: Learning Support Policy	Reviewed: September 2025
School Section: Brontë House	Reviewer: Caroline Bolton
Audience: Staff	Monitor: SMT
Revision: 1.3	

Bronte House School – Learning Support Policy

At Bronte House School (including EYFS) we aim to help every child achieve their full potential and our learning support is designed to help children gain in confidence and acquire skills to access all areas of the curriculum. We aim to create an environment where all our pupils feel valued and our Learning Support program is fully accepted by all as a necessary and welcome part of school life.

1. Aims

The aims of the Learning Support Unit are to:

- 1.1 identify the particular learning needs of pupils or groups of pupils and provide the relevant support.
- 1.2 communicate with parents and teachers about pupils' development, progress and learning needs.
- 1.3 give children the opportunity to work in small groups and one on one situations outside the classroom where they can strive to reach their full potential;
- 1.4 accelerate pupils' learning in areas where weaknesses have been identified.
- 1.5 promote the Grovian Values and ensure these learning behaviours are referred to during teacher/pupil interactions.

2. Curriculum Organisation

2.1 Planning

- a) The Special Educational Needs Coordinator (SENCO) is responsible for the planning of support for children withdrawn from class, to be taught by the SENCO.
- b) Class teachers are responsible for providing numeracy planning for the teaching assistants to use in the numeracy support groups;
- c) The support planning is done on a weekly basis by the SENCO for individuals and groups of children.



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- d) Planning for SEND pupils in the EYFS is completed by the class teacher with the input of other staff as necessary.
- e) Planning will take into account the Special Educational Needs and Disabilities Policy.

2.2 Organisation

- a) At the beginning of the school year, class teachers complete a record of learning difficulties for the children in their class to establish those who need additional support outside the classroom.
- b) The SENCO, in conjunction with the class teacher, draws up Individual or Group Graduated Approach Plans (I-GAP) for these children, to identify methods of intervention, duration of support, responsibility for delivery of support, achievable targets and discussion with parents.
- c) The SENCO is responsible for the coordination of Individual and Group Graduated Action Plans, ensuring they are regularly updated and reviewed in consultation with class teachers and parents.
- d) Children with psychological reports are automatically withdrawn from some lessons in accordance with the requirements and recommendations on the report.
- e) The SENCO is responsible for giving extra support for those children who have been diagnosed with a specific learning disability such as dyslexia, dyscalculia or dyspraxia and those children identified by assessment with a weakness in literacy in Key Stage 1 & 2.
- f) Children from years 1-6, who require support, will receive interventions for both literacy and numeracy. Interventions will include the multi-sensory learning schemes Nessy and Beat Dyslexia; SHINE targeted interventions for primary reading, grammar, punctuation, spelling and maths and the SNIP literacy program which focuses on spelling and reading the high frequency words.
- g) The SENCO is responsible for planning weekly 'follow up' sessions, delivered by teaching assistants from years 1-6.
- h) The Key Stage 2 teaching assistants are responsible for teaching the numeracy support groups using the SHINE maths interventions and also supporting children individually with reading and numeracy skills through the use of schemes such as: Toe by Toe, Plus 1 and the Power of 2.



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3. Teaching and Learning Strategies

- 3.1 Children are taught strategies to help them with literacy and numeracy in a variety of ways;
 - a) Use of multisensory techniques to give an alternative way of learning
 - b) A session each week to reinforce spelling and reading strategies using the interactive games on Nessy.
 - c) Card and board games and a variety of other resources to give a varied and fun way for the children to learn.
- 3.2 When working in small groups the children are encouraged to read aloud in an unintimidating environment and to also put forward their own ideas and opinions in order to improve their confidence in their own abilities.
- 3.3 Clicker is used to help children complete writing tasks during class lessons as appropriate.
- 3.4 Opportunities are sought to promote The Grovian Values and these learning behaviours are referred to during teacher/pupil interactions.
- 3.5 A variety of work schemes are used to address specific problems including the Nessy Learning Program, Toe by Toe, Plus 1, The Power of 2, SNIP high frequency spellings and Beat Dyslexia.

4. Continuity and Progression

- 4.1 Children are placed on a variety of schemes within the Learning Support Unit depending on the area of difficulty. For example, a child who requires support with reading and spelling may be placed on Beat Dyslexia, a scheme which offers a natural progression for the individual child.
- 4.2 Progression can also be seen in the classroom when a child is beginning to apply the strategies learned to his/her independent work.
- 4.3 The I-GAP and class handover meetings at the start of the year provide a way to ensure there is continuity of support when children move up year groups.

5. Assessment, Recording and Reporting



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- 5.1 Children are assessed at regular intervals throughout the school year to establish their levels in literacy and numeracy and also their spelling and reading ages.
- 5.2 In the EYFS children are continually assessed against the age-related expectations (ARE) in the 7 Areas of Learning. The SENIT Developmental Journal is also used to assess children with SEND. Any child who is not achieving the expected level is then more closely monitored and provision made to improve their development in this area. The intervention strategies are recorded on an intervention sheet. If the child does not meet the expected level within a given time frame it may be necessary to draw up an IGAP. Parents are involved in all stages of the process.
- 5.3 At the beginning of the school year the children's spelling ages are assessed using the Single Word Spelling Test. For children who score below their chronological age extra support is given.
- 5.4 All children from Reception to Year 6 are assessed using the PUMA, PIRA and GAPS tests at the end of each term. Testing for Reception does not begin until the Spring Term and they do not complete the GAPS paper. Pupil progress meetings are held with class teachers and the Deputy Head (Academic) to determine whether children can access the test paper designed for their age group. Some children will access a paper from the year group below and their progress will be tracked using the Hodder Scale only. This is done so that we can accurately assess children's progress in English and maths.
- 5.5 The SENCO is responsible for carrying out Special Needs Assessment Profiles (SNAP) on children identified by the class teacher as having learning difficulties. These assessments are carried out after discussions with parents in which their permission is sought to complete the assessment. The SNAP assessment highlights areas of weakness and gives recommendations to both parents and class teachers.
- 5.6 Continual assessment of children throughout the year shows how they are progressing and highlights problem areas where it may be necessary to carry out more in-depth tests or refer children to outside agencies e.g. educational psychologists for more formal testing.
- 5.7 If a formal assessment is required, an outside agency will be used and currently this is the Education Guidance Service.
- 5.8 Children with an I-GAP are reviewed 3 times a year. This review involves a discussion of progress between the SENCO, the class teacher and the parents.
- 5.8 Feedback to pupils about their own progress is achieved mainly through the marking and discussion of work. Peer and self-assessment are used where appropriate. Individual targets are used to assist the progression of individual pupils.



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5.9 In Nursery, if the SEN is considered great enough, funding may be applied through SENDIF or EYFFI.

6. Use of Resources

6.1 Resources may be given to a particular child to use in his/her day-to-day lessons e.g. sloping writing desks, handwriting grips or pens and coloured overlays to help with reading.

6.2 Key Stage 1 and Foundation Stage have their own supply of resources to help children who require learning support.

6.3 Information Technology is used in the Learning Support Unit where appropriate and a variety of games and exercises are available for the children to work on independently.

7. English as an Additional Language (EAL)

7.1 In order to cope with the academic and social demands of Bronte House School pupils need to be fluent English speakers. We may recommend that some children, whose first language is not English, receive tuition in English as an additional language.

7.2 The ESOL department at our secondary school will endeavour to assist in provision for children with EAL. This provision may take the form of after-school lessons or the provision of materials/resources to support a pupil's learning of English at Bronte House.

7.3 School staff are made aware of any pupils with EAL, assess their needs and differentiated work is provided for them to help them achieve full access to the curriculum.

7.4 EAL and bilingual children are assessed upon entry and information gathered from parents and previous settings. Our initial assessment not only covers their amount/level of English but their language and communication skills in their home language. This helps us to identify any developmental delays that may affect the development of language as a whole.

7.5 We find out which language the children will be using predominantly at home and we establish the level of English the parents themselves speak as this will influence the amount of support the children will receive at home. Parents may be signposted to classes to help them to learn English.

7.6 In the EYFS, parents are invited into the setting to help them understand the day and routine so they can use this knowledge to help their child. We use Tapasy



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our online communication system to communicate information regarding children's learning on a daily basis.

7.7 In the EYFS, children with EAL will be supported both in their own language and in English until they have full communication skills in English. Learning languages is closely linked to Personal, Social and Emotional Development (PSED) and the environment, resources and activities planned will respect and reflect the child's culture and individual needs. Parents will be asked to provide key words in their home language to help us to communicate key words upon entry. Activities will be planned to help the children develop specific nouns, verbs and phrases. There will be lots of visual support and possible pairing of children. Their cognitive development will continue to be challenged through additional support and activities throughout the time they are learning English.

8. Equal Opportunities

8.1 All pupils at Bronte House School have an equal right to develop and achieve their potential. Equality of opportunity underpins the school curriculum and the work of the school.

8.2 The Learning Support Policy embraces equality of opportunity for all, with particular regard to the protected characteristics as outlined in the Equality Act 2010. Further information on this can be found in our Equal Opportunities Policy

9. Health and Safety

9.1 Health and Safety must always be considered when carrying out any activities. If there is a conflict between a policy, procedure, or scheme of work and a Health and Safety consideration, the latter will always take precedence. See Health and Safety Policy.

10. Current Staff Responsibilities

Head: Sarah Chatterton

Deputy Head (Academic): Helen Simpson

Deputy Head (Pastoral): Fiona Pearson

Assistant Head (Operations and Logistics): Joe Gallucci

SENCO: Caroline Bolton



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11. Links with Other Policies

11.1 The Learning Support Policy is linked to the Special Educational Needs and Disability Policy and the Equal Opportunities Policy.

12. Review and Monitoring

12.1 The policy is reviewed on an annual basis by the SENCO in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

12.2 All members of staff are required to familiarise themselves with this policy.

The next scheduled review date for this policy is September 2026.