



WILDS LODGE
SCHOOL

Learning Support Policy

Date of issue: September 2023

Review Cycle: Annual

Next Review Date: September 2024

Wilds Lodge School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Wilds Lodge School documentation, including particulars of employment, it is non-contractual.

The school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not

- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)

Wilds Lodge School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Wilds Lodge School.

The policy documents of Wilds Lodge School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Learning Support

Many pupils at Wilds Lodge School have experienced significant disruption in their learning and are working below Age Related Expectations in most subject areas. Pupils at Wilds Lodge School may have additional learning needs and comorbid diagnoses.

All pupils at Wilds Lodge School have an Educational Health and Care Plan (EHCP) detailing their Special Educational Needs. The SEN department ensures that the needs detailed in a child's plan are met within our provision. If the SEN team identifies that a pupil may need support or assessment from an external agency, a referral will be made and the appropriate recommendations will be incorporated into the support package around the pupil.

All pupils have access to a range of classroom strategies, styles and aids to support their learning. Our classrooms are 'Dyslexia Friendly'; pupils have access to overlays, line guides, talking tins and memory aids to support their executive functioning skills (skills in organisation, memory, starting and finishing a task). Displays are used to support and hinge pupil learning whilst providing an immersive learning environment. We further provide intensive learning support for Reading, Writing and Maths for those pupils that are significantly behind their age related expectations and a learning support program is tailored to their needs, learning style and cognitive profile. This may include the use of interventions such as, Toe By Toe, Precision Teaching, Nesy and Paired reading.

For those pupils requiring support in recording and presenting information, we use a range of strategies such as the readers, scribes, assistive technology (for example a C-Pen), word processing, prompts and learning breaks. We further have the capacity to use standardised testing to identify individual learning needs that can be used to support the application for access arrangements alongside the support that has been identified as a pupils "normal way of working".

"I've never seen 'L' click that well with a male teacher, they hit it off really well."
- Parent

Pupils also have access to a range of interventions around social and emotional communication. We have staff trained in a range of communication strategies, and pupils can receive a 'boost' using the 'talkit' programme. Pupils with speech language and communication needs are supported by highly experienced staff and can be supported using Makaton, PECs or assistive technology as recommended by external professionals. We have staff who can deliver Speech and Language programmes that have been created by a Speech and Language Therapist (SALT). Pupils are supported with their emotional literacy with interventions and support programmes with experienced and qualified staff.

Pupils with sensory needs are given sensory aids and breaks tailored to their needs. We have staff who can deliver sensory integration programmes that have been created by an Occupational Therapist (OT).

If required, additional assessment from SALT and OT can be arranged within school. There is also consultancy access from an Educational Psychologist within the Newcome Group.