



## FRAMLINGHAM COLLEGE

### **LEARNING SUPPORT POLICY – AN OVERVIEW**

#### **Meeting individual's needs; a 'whole school' approach.**

The College offers a 'whole school' approach to support for learning, creating an active partnership that includes the child and parents, with teachers and other professionals, working in concert to provide educational support for the individual at stages throughout their school career. Within this model, the College sets each child in context, building a 'child centred' view. Initially, this is based on educational records provided by parents and previous schools and will inform understandings about individual pupils, their learning strengths and potential weaknesses.

Qualified by this, all pupils are expected to participate fully in a curriculum based upon GCSE programmes of study. Formal teaching leads towards GCSE accreditation at the end of Year 11 with the expectation that further study at advanced levels will follow.

In Year 9 and at other appropriate times, an individual whose educational performance suggests particular difficulty with learning or with the acquisition of literacy or numeracy, may have the opportunity to relinquish the study of a modern foreign language to allow time for access to additional support. This may be in the form of small group tuition, an enhanced teaching provision that uses adapted resources designed to boost basic skills and to reinforce study skills techniques.

For some individuals, such as those who have more particular language and communication difficulties or those whose schooling has been disrupted, specific provision may be necessary. This may require a phase of 1:1 teaching, targeting one or all of the core subjects. This presents the pupil with a variety of opportunities to 'catch up' with learning. A programme of intensive, carefully structured lessons may be delivered in addition to, the mainstream timetable. It is expected that pupils who receive such 'catch up' tuition, will return to the mainstream group with added confidence.

The performance of all pupils is regularly monitored and reviewed. From time to time more specific diagnostic assessments may be helpful to track pupil

development with the core skills of reading, spelling and transcript and to provide the pertinent, individual insights that put the needs of the learner into perspective. This sensitive and informed reporting empowers the teacher to employ means appropriate to the child.

As pupils with particular needs prepare for formal examinations, they may be eligible for special arrangements, providing extra time, word processing, reading and other assistance to help them to perform to their potential. The College is active in its support of pupils who may require such arrangements to participate fully in the examination process.

This 'child centred' policy recognises the needs of particular pupils at critical times so that they can maintain the pace of new learning and remain on task within their class group. Equally important, it allows the individual to participate in ways that compliment their learning style, promoting their understanding and increasing their anticipation for personal success.

Support for learning is available to all pupils, whether gifted or talented at academic or other pursuits. Achievement is not seen in academic terms alone but embraces learning for life beyond the College.