
LEARNING DIFFICULTIES AND DISABILITIES (LDD) POLICY 2008/2009

Reviewed and updated by the Full Governing Body: February 2009

Next Review due: February 2010

This Policy accepts the definition of Learning Difficulties and Disabilities (LDD) as set out in the SEN Code of Practice (COP) 2:1 p.5

1. Aims and Objectives

- 1.1 The Governing Body and teaching staff, aim to secure the most appropriate provision for any pupil who has LDD and ensure that, where there is evidence that the pupil has significant difficulties, those difficulties will be made known to all who are likely to teach him or her.
- 1.2 The staff and governors in the College are aware of the importance of identifying and providing for those pupils who have LDD.
- 1.3 The Principal, staff and governors will draw up and report annually to parents on the policy for pupils with LDD.
- 1.4 The staff will ensure that pupils with LDD join in the activities of the College, so far as is reasonably practical alongside the efficient education of other pupils in the College.
- 1.5 The staff will ensure that the orders of Special Educational Needs Disability Discrimination Act (SENDA) are adhered to as closely as possible and reasonable steps are taken by the College not to discriminate against any persons whether staff, parents, pupils or visitors with LDD.

2. Designated Staff

- 2.1 Brian Chapman is the Head of Learning Support, responsible for the day to day provision, for pupils with LDD. Samantha Garner is second in the Faculty.

3. Admission and Inclusion

- 3.1 Paignton Community and Sports College adopts a 'Whole College approach' to LDD. The College staff are committed to identifying and providing for the needs of all pupils and Inclusion is regarded as playing a crucial part within this policy.
- 3.2 The College operates an equal opportunities policy for pupils with LDD, who are afforded the same rights as other pupils. This includes all such pupils, whether or not they have a Statement of Special Educational Needs.

4. Support

- 4.1 Differentiation is assumed within the curriculum. Once a pupil's needs are identified, support will be provided, on both sites, in a range of ways including:
 - a) In-class support by teacher or Teaching Assistant (TA).

- b) Withdrawal for individual/small group work. If students are withdrawn from RE a differentiated shortened programme is implemented within the session, following Government guidelines on compulsory Religious Education as part of the curriculum.
- c) Two Year 7 Nurture Groups incorporating cross-curricular, highly differentiated multi-sensory methods of teaching. Pupils will be expected to be mainstream in Year 8.
- d) College reading, spelling, numeracy, group work withdrawal programmes.
- e) Literacy Progress Units Years 7 and 8.
- f) Behaviour Modification Programmes / Retracking /Anger Management / Social Skills.
- g) Use of specialist ICT including Successmaker, Alphasmart 3000 etc.
- h) Work Related Learning (WRL)/work placements/South Devon College (SDC) training programmes, Education Business Partnerships, Princes Trust, ASDAN, SRS Training and work with Paignton Zoo.
- i) Support to access accreditation (external examination concessions).
- j) Additional specialised support for English as an Additional Language (EAL).
- k) Homework Clubs.
- l) KS4 Individual timetables/programmes of support. Inclusion Provision at KS3.
- m) School Returners' Provision for pupils experiencing psychological difficulties which hamper school attendance

Finance allocated to non-statemented LDD pupils, involving the majority of pupils on the PIN (Pupil Individual Needs) list provide support for pupils at School Action (SA) and School Action Plus (SAP) as outlined in the SEN Code of Practice (COP). Some students who are not SA or SAP may be identified as Cause for Concern (CFC) enabling staff to be aware of others who may also benefit from a differentiated curriculum. This is not a statutory recognition of intervention but purely an identification procedure for teaching staff.

Medical conditions are also included on the PIN list as part of the process of sharing of information with staff, but are only identified in this way through school transfer or parental information.

5. Liaison

5.1 Regular liaison is maintained with mainly the following external agencies and more recently through the Cluster Group Provision based at WRC:

- External and Outreach Advisors
- Educational Psychology Service
- Social Services
- Outreach Advisory Support Teachers
- South Devon Healthcare

- Child and Adolescent Mental Health (CAMHS)
- Police Liaison Officer
- Connexions
- Child and Family Guidance
- Educational Welfare Officer
- Youth Offending Team
- Social Inclusion Welfare Officer
- LINK Youth Support etc.
- Education Other than at School
- Pupil Referral Unit (PRU) provision and outreach with the Polsham Centre and YMCA
- Strong links and cross provision with Special Schools within Torbay and the West of England School for the Visually Impaired (WESVI) in Exeter

5.2 The on-site Children in Care (CiC) Co-ordinator maintains regular links with the Advisory Service, identified agencies and carers, establishing regular links between all stakeholders.

Parents/carers of all pupils will always be informed and their agreement sought when a delegate from an external agency becomes specifically involved with their child. Parental permission will not be sought if it is discussion only with a college professional.

A SEN Handbook, available on the College Intranet, describes in 'bullet point' format, specific LDD and possible strategies. The PIN list, updated weekly, is also published in the same 'staff user' area.

6. Facilities

- a) WRC has one large teaching area and two small group work rooms, one is dedicated for Literacy Progress Units (LPU) and English as an additional Language (EAL) work (W64), the other (W65) is dedicated to Numeracy development work; plus there is a large purpose built office. Classroom provision has also been made available for the specialist Retracking/Social Skills and a Year 9 Inclusion Provision (W28).
- b) WRC also provides a Nurture Group/Tutor/Learning Base for Year 7 vulnerable pupils who will be main stream by Year 8.
- c) BRC has one allocated teaching room, plus a dedicated office (BT16) and two rooms dedicated to WRL (BIT and Sc3). Transient Pupil Mentors also have a teaching room on this site from which administration and mentoring transient pupils takes place.
- d) An on site provision for Behavioural Emotional and Social Difficulties (BESD) is based at WRC to support remediation and reintegration for Statemented and SAP, BESD students who may be displaying vulnerability to permanent exclusion.
- e) BRC and WRC are accessible to non-ambulant pupils and adults. There are ramps, adjustable workstations, disabled toilets plus lifts on both sites.
- f) Facilities for Alternative Provision are outlined in the Inclusion Policy.

7. Human Resources

- 7.1 The Faculty has the benefit of specialist SEN staff and 44 TAs. They work closely on site with a Connexions Personal Advisor, Assistant Principal for Social Inclusion, Transient Pupil Mentor, CiC Co-ordinator, Police Liaison Officer and the Student Support Centre and Retracking Co-ordinator. The whole faculty has the support of one full time and one part-time administration staff.

8. Identification and Assessment

- 8.1 Identification of LDD is initially through Primary Liaison for Years 6/7 and inter-school contact for transient pupils through the Admissions Officer, in conjunction with the College's Transient Pupil Co-ordinator.

On entry all pupils are screened using the Vernon spelling test and the Nelson Group Reading Test, reading comprehension test. A regular weekly testing programme is maintained throughout the year for designated and incoming transient pupils. All Year 7 pupils complete Cognitive Ability Tests (CATs) tests during September/October in line with other secondary schools in Torbay. Students are placed at SA or SAP in line with the SEN Code of Practice. Parents are informed of the provision and invited to discuss the decision in person or by telephone.

- 8.2 The main criterion for a pupil being placed at SA will be the need for additional or different provision due to lack of progress in relation to his peers. If an outside agency is also a key necessity to specific provision a pupil will be placed at SAP.

- 8.3 The progress of pupils with LDD, is reviewed through assessments as outlined in the SEN Code of Practice.

Additionally, the progress of pupils with a Statement of LDD is reviewed annually, as required by legislation.

- 8.4 Subject teachers are responsible for ensuring that pupil achievement records are kept. It will be necessary to break down attainment targets into smaller steps for pupils with LDD, so that progress can be monitored and recorded. The setting of short-term objectives through Academic Tutoring and pupil self assessment assists this process. All levels of assessment and targets set are recorded by staff on the College Intranet.

- 8.5 Records are kept of the pupils receiving extra teaching and TA support. These will include details of:

- Option Groups
- In-class support provision
- Withdrawal Groups
- Homespell Groups
- Reading Skills Groups
- Enhanced Literacy/Numeracy Provision Groups
- Year 7 Nurture cross curricular class
- W28 Inclusion Provision
- Homework Support
- Secondary Strategy 'catch up' groups (Literacy Progress Units)
- Secondary Numeracy Strategy 'catch up' groups
- Work Related Curriculum option groups

- Students on alternative/individual timetable provision
- South Devon College – full time/part-time/ link placements
- Student Support Centre (BESD on site provision)
- Retracking/social skills

8.6 Multi agency, comprehensive transition programmes, are in place between all key stages, incorporating the transfer of specific PIN list information.

Records of students involved are transferred within a transition information sharing programme linking SENCO, HOY, CiC Co-ordinator and Yr12/13 TA liaison. Pupils transferring between key stages also become involved in very comprehensive transition programmes at all levels of need.

8.7 Identification of CiC is initially through liaison with the CiC Advisory Teacher, KS2-KS3 primary liaison Personal Educational Plan (PEP) meetings or through transient pupil information.

9. Access to the Curriculum

9.1 The provision of a stimulating teaching and learning environment is the main priority, transferring the successful Secondary Strategy Initiatives at KS3, across all the Key Stages.

9.2 A climate of warmth and support will be fostered in which self-confidence and self-esteem can grow, so all pupils feel valued and able to risk making mistakes as they learn without fear of criticism. Some students will find this particularly difficult due to psychological/psychiatric difficulties in attending school (school phobia). These students will be identified and assessed for their suitability for being part of the 'College Returners Group'.

9.3 There will be flexible grouping of pupils providing opportunities for pupils to work in a one to one, small group, or whole class context.

9.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

9.5 Schemes of work for pupils, within classes and year groups, will reflect whole College approaches to teaching and learning and will take into their account LDD.

9.6 Curriculum tasks and activities will be matched to pupils' differing paces and styles of learning, interests, capabilities and previous experiences.

9.7 Curriculum tasks and activities may be broken down into a series of small, achievable steps, for pupils who have marked learning difficulties.

9.8 Teaching approaches for pupils with specific learning difficulties will capitalise on oral strengths, use of Dictaphones, other specialist equipment in addition to TA support.

9.9 The remediation and reintegration of students with behavioural difficulties, on the verge of fixed or permanent exclusion will be met by referral to the Student Support Centre, Retracking, Room 28, individual part-time timetables, or structured Alternative Provision, to support the College's policy on 'Inclusion'.

9.10 Using sporting activities as an alternative can help raise the self-esteem of students who are socially immature, vulnerable and/or physically underdeveloped. Involvement in

organised sports activities requires learners to be able to follow instructions and sets of rules, as well as becoming familiar with routines and procedures e.g. warm ups and practice drills. Concentration may improve as they realise that focused attention improves performance, in terms of tactics and technique. The importance of punctuality and co-operation with others through teamwork will be actively encouraged. Team games will be an effective tool to integrate students who are loners or isolates into a framework where they will need to interact and consider the needs and expectations of others (team members). This will be the key to improving the social skills and self-discipline essential for successful integration into society. Kinaesthetic learners will benefit from learning through movement, and there are proven physiological and physical benefits from regular exercise. More individual or small group coaching will aid skill acquisition, leading to celebration of success and consequent boosting of confidence.

10. Arrangements for the Treatment of Complaints

- 10.1 Parental complaints are referred to the Head of Learning Support who will investigate. If necessary the complaint will be referred to the Senior Management Team who will implement the College Complaints Policy. Internal complaints are referred through the Head of Learning support who investigates and reports back to the Head of Centre, who will then implement the complaint procedure as necessary.

11. Staff Development

- 11.1 LDD in-service training needs of all staff as well as those of the Learning Support Faculty will be identified and referred to the Principal in consultation with the Continuing Professional Development Co-ordinator. They will then be incorporated into the Staff Development Plan and be funded through the delegated statementing budget.

12. Working with Parents

- 12.1 The College will actively seek the involvement of parents in the education of pupils. It is recognised that it is particularly important with LDD pupils that the support and encouragement of parents is often a crucial factor in achieving success.
- 12.2 Parents will be kept informed about any problems in accordance with the recommendations outlined in the Code of Practice. Communications between parents and the College is actively encouraged and further developed by striving to seek and develop new initiatives with them.
- 12.3 Parents will be fully consulted before the involvement of any LEA support agencies and will also be invited to attend any formal review meetings.

13. Special Educational Needs and the Disability Discrimination Act

- 13.1 The College actively promotes disability equality and when the Disability Equality Duty for public sectors comes into effect to include secondary schools, a Disability Equality Scheme (DES) will be developed, woven and linked into existing College policies. Disabled pupils and adults will be involved in drawing up the DES, setting, monitoring and reviewing the plan.
- 13.2 Reference to 'disabled people' includes disabled children, young people and adults, as pupils, employees, governors, parents and carers and other members of the wider community who might use school premises for leisure or other activities.

The definition of disability covers a broad spectrum of impairments including: cancer, diabetes, epilepsy, HIV, multiple sclerosis, acute medical conditions, hearing or sight impairments, mobility difficulties and people with mental health conditions or learning difficulties/disabilities.

14.0 Evaluating Success

14.1 This College Policy will be kept under regular review. The success of the LDD policy is gauged by:

- Staff awareness of individual pupil needs through the PIN list
- Success of the identification process and pupil self-monitoring of IEPs
- Academic achievement and progress of pupils with special educational needs
- The success of pupils with LDD being supported by the funding allocation for pupils without a statement
- Consultation with parents regarding progress, reviews and Work Related Learning
- Pupils with LDD being fully included and having access to the broad College curriculum