



Learning Support Procedure

Supporting every child, at every stage.



Staff

Identify a concern or need.

This could be through observation, assessment, classroom practice or parental feedback.

Universal Offer For all children

High-quality, inclusive teaching and adaptive strategies that benefit every learner and remove barriers. This is the first step and is in place for all children, including those with SEND.

Examples:

- Differentiated teaching and resources
- Visual supports and clear routines
- Scaffolded tasks and chunking
- Positive relationships and encouraging environment
- Flexible seating and sensory options

Parents

Share your observations and concerns.

Let us know about your child's strengths, needs and any changes at home or in school.

You can do this via Seesaw, by speaking to your child's class teacher, or by contacting the school office.

Staff

Plan and put in place targeted support.

This may be in addition to the universal offer and will be agreed with parents.

Targeted Support For children who need more support

Additional, structured support to address specific needs and remove barriers to learning. This is usually short to medium term and is reviewed regularly.

Examples:

- Personalised work stations or resources
- Small group interventions
- Pre-teaching or overlearning key skills
- Additional visual or literacy support
- Advice and strategies for home and school

Parents

Work in partnership with us.

We will keep you informed of the support in place, regularly review progress and share strategies you can use at home.

You can share how this is working for your child.

Staff

Consider specialist support.

If your child continues to show significant difficulties despite targeted support, we may involve external professionals and/or the SENCo (Miss Smith).

Specialist Support For children with complex or persistent needs

More intensive, individualised support, often involving external professionals, specialist advice and/or an Education Health Care Plan (EHCP).

Who this might be for:

- Children with an EHCP
- Children with significant communication and interaction needs
- Children with sensory, physical or medical needs
- Children with social, emotional and mental health needs
- Children with specific learning difficulties (e.g. dyslexia)
- Children with complex needs requiring multi-agency involvement

Parents

Continue to work with us.

You will be invited to meetings and involved in the decision making process. We will keep you informed and support you throughout.

You can also seek advice and support from external organisations if needed (e.g. SENDIASS).

Happy, Safe and Loved