



LEARNING ENRICHMENT POLICY

(Junior School)

(This document is available on the school website or on request)

Reviewed November 2017

This school believes that every pupil enrolled at QEJ Junior School has an entitlement to develop their full potential and recognises a pupil's right to a broad, balanced, relevant and challenging curriculum appropriate to their individual abilities, talents and personal qualities.

The learning enrichment policy is underpinned by the school's anti-bullying policy and disability access policy.

At QEJ Junior School support for learning is seen to include pupils whose gifts and talents require extension and/or support. Learning Support is led by Mrs Joy Richards, who acts as SENCO.

It is the aim of the school to:

- Help pupils develop the full potential of their personalities, skills and abilities
- Provide appropriate teaching which makes learning challenging and enjoyable
- Provide equality of educational opportunity
- Provide additional educational support on a priority/needs basis

Identification

A pupil has learning enrichment needs if he has a specific learning disability which calls for special educational provision to be made, has been identified as needing specific support in a specified area of the curriculum, or if he requires extension beyond the regular curriculum.

Pupils are identified as having learning enrichment needs if they are not making progress within a curriculum that:

- Sets suitable learning challenges
- Responds to pupil's diverse learning needs
- Overcomes potential barriers to learning

A pupil will be placed on the learning enrichment register if the pupil fails to make adequate progress within this differentiated curriculum. This will be ascertained through consultation with the pupil, form and subject teachers and parents, as well as school tests, standardised tests, tests for the specific learning difficulty dyslexia (both internal and external) and regular subject assessments. Teacher assessment of classroom performance is of great value and is often a first point of identification.

Once a pupil has been identified as having a learning need, support is offered according to the level of need and provided it is within the ability of school staff and resources to address it.

Parent Concerns

Parents concerns are listened to and valued in their contribution to the identification of pupils with learning support needs. The first port of call should always be the pupil's subject teacher or tutor. In the Junior School pupils are then referred to Mrs. Joy Richards. Pupil progress is monitored and revised regularly with pupil and parent involvement a priority.

Internal Dyslexia Reports

A pupil needing support on the enrichment registered will be screened for the specific learning difficulty Dyslexia using 'Dyslexia Quest'. If the pupil show signs of this learning difficulty, he will be given a full dyslexia assessment and the SENCO will liaise with the class teacher and parents to develop an IEP for ongoing learning.

Extension/enrichment

Pupils with spelling and reading difficulties will work on the WASP program with the class TA on a one to one basis. This program will highlight specific reading/spelling issues for that child and multi-sensory 'overlearning' will be employed to help address these issues.

TAs also provide support to pupils with literacy and maths difficulties on an ongoing basis, reinforcing work being covered in the classroom.

Mrs Richards uses a combination of Nesy and Word Blaze to support literacy development on a class, group and one to one basis.

Extension of gifted and talented pupils takes place both within the classroom, with additional challenges being set within a lesson and outside of the classroom, in the form of clubs and competitions. Specifically during the course of the year there will be a maths extension club, an art club, a current affairs club, sports events for the talented, a Chamber Choir for the more able singers, etc... There will be competitions (both internal and external) for art, handwriting, spelling, writing, general knowledge, history and geography. Outdoor pursuits, run by Mr Burlingham, encourage the boys to extend their physical and mental boundaries, in the form of the QE award.