



## **ENHANCED LEARNING PROVISION POLICY**

Approved by the Local Governing Board:	<b>November 2020</b>
To be reviewed by the Local Governing Board:	<b>Autumn Term 2021</b>

**Responsible Person(s): Assistant Headteacher and SENDCO**

**Enhanced Learning Provision for pupils with Developmental Language Disorder in addition to mainstream school offer**

**ORCHARD PARK HIGH SCHOOL POLICIES CAN BE ACCESSED ON THE SCHOOL WEBSITE**

**INFORMATION AND GUIDANCE/POINTS OF CONTACT**

Placement of a student in the Enhanced Learning Provision is the decision of the Local Education Authority in consultation with the school. To be considered for the Provision, students must have an Education Health and Care Plan for speech, language and communication needs or developmental language disorder.

In the first instance contact the Enhanced Learning Provision Manger or the SENDCO.

**ASSESSMENT, PLANNING AND REVIEW/PARTNERSHIPS FOR PROGRESS**

Students in the Enhanced Learning Provision are assessed annually using a standardised speech and language assessment. This is supplemented by informal testing as appropriate alongside termly therapy targets.

A Speech and Language Therapy Report is completed and sent home to parents/carers and discussed at the students Annual Review. Reports are made available to staff via the school's computerised system.

**CURRICULUM AND TEACHING METHODS (INCULDING GROUPINGS/INTERVENTIONS)**

Therapy is planned to meet the individual needs of the students and they receive a minimum of one hour a week as part of a small group. Further therapy will be provided as required.

Speech & Language Development staff may support students in their mainstream lessons to develop their independent working skills.

Teachers and teaching assistants are trained in supporting students with speech, language and communication difficulties through in-house training run by the Provision and are therefore able to adapt the curriculum according to individual need.

**ACCESS TO LEARNING AND THE CURRICULUM**

Speech & Language Therapy Reports are made available to all members of staff via the school's computerised system.

All teachers are provided with Strategy Sheets giving them the key information they require in regards to the individual student's speech and language needs. Therefore, planning takes account of students' needs.

**TESTS AND ASSESSMENTS: ACCESS ARRANGEMENTS**

Testing carried out by the SEN team on mainstream students may identify areas of need that would qualify them for exam concessions.

Students with an Education Health and Care Plan for Speech & language may qualify for extra time in examinations and assessments if there is evidence of need.

## **SOCIAL AND EMOTIONAL SUPPORT**

The Enhanced Learning Provision incorporates social skills into group therapy sessions to meet the individual needs of the students. Additional support can be provided as follows:

- Staff available at all times to discuss concerns
- Daily lunch club
- Homework club available every lunchtime and after school

## **ACCESSIBILITY TO PREMISES AND FACILITIES**

Specialist equipment would be considered on an individual basis.

## **WORKING WITH OTHERS**

Specialist advice will be sought as required.

## **TRANSITION**

Transition to secondary school from Year 6 to 7 is supported through a number of mechanisms:

- Additional visits to primary schools
- Enhanced Learning Development Manager attends year 6 Annual Review
- Small group visits to the Enhanced Learning Development provision
- Additional visits arranged for Year 6 students as required

Transition from KS3 to KS4 in Year 8 is supported by:

- Group discussions to ensure student's understanding of the process
- A staff advocate at the Options interview

Transition from KS4 to Post-16 students are supported by:

- Organised visits to local colleges
- Support to complete college application forms/CVs
- Careers advice and guidance
- Interview practice
- A staff advocate at the interview if required