



PROCEDURE 1.1.9

LEARNING SUPPORT PROCEDURE

RATIONALE:

Enrichment Programmes will provide the opportunity to develop each child's potential at their appropriate level.

PURPOSES:

1. Available funding allocated annually for provision of resources and professional development by the MOE under SEGs will form the basis of funding the programme. This funding will reflect the length of the programmes and numbers of children participating.
2. To provide equity by giving those children with special needs and abilities on-going opportunities.
3. To liaise with appropriate service providers ie RTL, GSE, etc to establish and assist in the provision of appropriate programmes/resources.
4. Appropriate tutorial programmes with suitable ancillary assistance, equipment and resources, for children with special needs and abilities.
5. To provide an environment that is inclusive for all students, where possible.

GUIDELINES:

1. Programmes will be based on each child's individual needs/abilities.
2. Individual programmes and goals must be realistic, achievable and regularly reviewed.
3. Regular contact between the SENCO, class teacher, ancillary staff, parents and service providers is to be maintained while a child is on any learning support programme.
4. Use of the service providers is desirable in cases of severe or persistent learning difficulty.
5. Parental commitment and assistance for the pupil in the programme is essential. Failure to provide this support may result in discontinuing the child from the programme.
6. There is to be a report to the BOT termly (as required), by the teacher responsible for Learning Support (SENCO).
7. Assessment results of the children referred to a service provider ie RTL, GSE should be recorded and kept in student's filing cabinet folder both at the beginning and at the end of any child's programme.
8. See flow chart on the next page.

CONCLUSION:

Children in these enrichment-based programmes will have greater opportunity to develop their potential.

Reviewed by: *S. Mudgway, M.Scott, J.Frost, A.Sanderson, K.Sanderson, A.Sanderson, S.Armstrong*

Date: *June 2018*