

# Learning Development Faculty

The Learning Development Faculty is an experienced, caring and lively team that offers support across the school. We have recently faced the challenge of implementing the new 2014 Code of Practice and we all work towards ensuring this is fully in place. The faculty is comprised of 3 full-time teachers which include the SENCO and Assistant SENCO, and also includes 19 Teaching Assistants, who work across the curriculum, several of whom are linked to specific faculties, Maths, English and Science.



At some stage during their education many students may need additional support with some aspect of learning. The Learning Development Faculty co-ordinates and provides support for, and liaises closely with, all other faculties and the college Inclusion Team.

Guidance and CPD is provided for all teachers to assist them with their planning and delivery of the curriculum to students with specific needs.

Specialist teachers within the faculty provide strategies and programmes of work to address a range of special educational needs. We work closely with Local Authority specialists including the CLCI Support Team, (Complex Learning and Communication and Intervention Support Team), Speech and Language Therapy Service, Visual and Hearing Impairment Teams, Behaviour Support Team and Educational Psychology Service.

Our interventions may involve some withdrawal from mainstream lessons and/or in-class support. Withdrawal enables students to receive specific and focused intervention to accelerate progress in a particular skill area. Typical interventions include literacy programmes, speech and language work to support developmental delay or language development to support bilingual learners. In Years 7 - 9 we follow the Ruth Miskin Freshstart programme and we also make use of Rapid Plus and the Leicester City inference training.



In Year 7 some students are selected to study a number of subjects within a small group situation, delivered by fewer teachers. This nurturing environment is beneficial for students who have learning needs and are particularly vulnerable, providing a more gradual transition from primary to secondary education.



Students who have limited English language have a mainstream timetable which includes withdrawal to participate in an intensive language development initiative. Individual strategies are devised to assist mainstream teachers in supporting students to access the curriculum. This is enhanced by in-class support.

At key stage 4 further provision for the development of social, communication and literacy skills is offered, and we have additional courses that students may follow to complement the formal curriculum. This delivery is shared between various specialists within the Learning Development Faculty and the Inclusion Team.

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