**Learning Support Department**

Morpeth is a supportive and inclusive school. We aim for all our pupils to reach their full potential, both socially and academically.

**Our policy seeks to:**

* Value all pupils and incorporate their voice in our planning and reviews
* Encourage and welcome the positive involvement of parents
* Ensure all pupils are respected, trusted and cared for
* Maximise the academic and social potential of all pupils regardless of need

The Learning Support Department is located on the ground floor of the north building. Staff includes a SENCo, who is a specialist teacher and assessor for specific learning difficulties (SpLd); specialist vision impairment teacher; an ASD specialist teacher; a behaviour specialist teacher and multi-skills specialist teacher and a number of teaching assistants (TAs).

SEN relevant training is provided for all staff on a regular basis. A library of informative literature and research books on Special Educational Needs is held within the Department and is available to all teaching staff. There is also a range of books available for pupil and parent use in the library.

**How we identify if a young person/child requires additional support:**

* Local Authority identified pupil via the allocation of a statement/EHCP
* Liaison with junior schools
* In house assessment of all pupils in year during the autumn term
* In house assessment for SpLD by SENCo
* Liaison with previous secondary school if relevant
* Concerns raised by parents, pupils, TAs and teaching staff
* Liaison with external agencies

**What we do to support our pupils:**

* During the transition, all year 6 pupils are invited to interview with their parents, pupils with additional needs are invited for additional visits. In July, prospective parents and pupils meet with tutors and teaching staff. Upon entry, the new year 7 cohort have a short period of time to adjust to the layout of the school before the other year groups return to school.
* MITA Project: All year 7 tutor groups are supported by a TA in class, the aim of this strategy is for an additional member of staff to develop a strong relationship with all pupils and offer support to all year 7 pupils (MITA is part of the latest research from University College London which has assessed the impact of TAs on pupil outcomes).
* Quality first teaching is provided for all pupils, every teacher is responsible for meeting the needs of pupils in their classroom through differentiated tasks and strategies.
* Provision for pupils with additional needs includes class support, one to one support, small group work and specialist input where needed,
* A range of intervention is offered across the school for literacy, numeracy, social and communication skills and social and emotional support.
* Specialist support for pupils with EHCP/statements, this may include core subjects being taught by SEN teachers, high level of needs may require a personalised curriculum and at key stage 4 a small minority of pupils are offered an alternative non-examined option.
* Assessment and provision for examination access arrangements for any pupil who has identified additional needs.
* For pupils who have English as additional language (EAL) we have an EAL specialist who support these pupils in class, for homework and on a one to one basis.
* For pupils that have additional needs that require external support we work with a range of professionals: Speech and Language therapists, Occupational Therapist, Educational Phycologists and CAMHS etc.
* For pupils who require additional emotional support we have a full time counsellor on site.

**How we check that our pupils are making progress and share this information with parents:**

* Progress reports are provided for all pupils three times per year. Reports initially focus on participation, organisation and articulacy, and then in subsequent reports a judgement is made on progress.
* SEN staff are available at all parent’s evenings to discuss support and progress.
* The SEN teaching staff regularly meet with the parent of pupils with EHCP and other pupils on the SEN register. We actively involve pupils and parents, both parents and pupils have a voice during review meetings and EHCP annual reviews.
* The Learning Support Department holds a range of parent support coffee mornings across the year.

The Learning Support Department is currently under review.

Please contact the Learning Support Department if you have any questions or concerns.