

THE LEARNING SUPPORT DEPARTMENT

The Department currently comprises of the Head and Deputy Head of the Department who are both full time, qualified teachers and 13 Learning Support Assistants. The Head of Department is also the schools' Special Educational Needs Co-ordinator. The room used by the Department is located in a central and accessible area on the school site. It is well resourced, includes an interactive whiteboard with several ICT desktop stations and contains an integrated departmental office. The room is used for both one to one and small group teaching of pupils.

Gordon's Learning Support Department has the experience and expertise to provide for pupils with a wide range of barriers to learning, alongside those pupils for whom English is a second language. The provision is in line with the revised SEN Code of Practice (2001) and County policy. The Learning Support Register is regularly updated and Individual Education Plans are compiled twice yearly for those pupils at School Action Plus on the register, or who are on a statement.

As well as Learning Assistant support in class, pupils might also attend some small group sessions for spelling, numeracy or social skills. A number of students also receive one to one teaching and/or mentoring from either a Learning Support Assistant or specialist teacher. In addition to the expertise within the department, we also make full use of colleagues available to us in outside agencies which specialise in supporting pupils with additional needs.

This department operates an open door policy and pupils, parents and colleagues are all very welcome to call in for a chat or to seek advice whenever they feel the need.

In the last full OFSTED inspection the following observations were made by the inspectors;

"The care, guidance and support provided is exceptional, encouraging both pupils with learning difficulties and disabilities."

"Pupils with special needs are given very good support and the individual education plans for these pupils are thorough and constantly reviewed with involvement of the pupils themselves."

The school was judged to be outstanding in respect of the progress made by learners with learning difficulties and disabilities.