

Truro School Prep

Lockdown Learning Support and Inclusion: Spring 2021

Our Learning Support provision seeks to ensure that all pupils can continue to make good progress and access the curriculum and opportunities available, including during remote learning. We intend to offer support as close to normal as possible. As such, all pupils receiving 1:1 support will continue to have their sessions but these will now be delivered via Teams with a private 'team' being set up for each pupil. Lessons will still be informed by pupils' Individual Education Plans (IEPs), unless there are more immediate difficulties. Learning Support teachers will continue to work with subject teachers, pupils and parents to identify any areas of difficulty. For any child in Reception with additional needs, individually differentiated work will be set and shared with parents. Pupils who have been recommended to follow the Nessy learning programme should continue to access Nessy online regularly. Pupils who have been accessing 123Maths in school should also continue to access this online regularly. Please contact Mrs Jane Ellis-Walker (je@truroschoo.com) for help and support with either Nessy or 123Maths, including reminders of login details.

Parents of children with additional needs who are finding remote learning particularly difficult are asked to contact their learning support teacher, the SENDCo, Mrs Jane Ellis-Walker, or Ms Kate Williams in Pre-Prep to discuss the difficulties that are being experienced so as to identify possible measures or new ways of working that can be put in place to support the learning and wellbeing of the child. The information stream from teachers and parents plus the expertise of our own learning support teachers will facilitate this process.

All pupils will continue to be monitored by subject teachers and class teachers for possible specific learning needs. The Learning Support Referral system will operate as normal; however, it may be harder to recognise difficulties related to SEN rather than difficulties as a result of the remote classroom. A longer monitoring period may therefore be required.

Educational Psychologists and Specialist Teachers are not able to administer any diagnostic assessments at the moment. However, we will continue to refer and recommend diagnostic assessments where needed so that tests can be provisionally booked for a later date, putting in place temporary support actions if necessary until diagnostic assessments resume. In the meantime, we remain committed to removing barriers to full educational access for our pupils in all the ways that we reasonably can. Exam Access Arrangements that have already been established through an Educational Psychologist assessment (such as extra time, reader, or use of a word processor) will remain in place.

Some pupils with additional needs have actually found benefits in the new way of working and we are committed to taking these learned lessons and where appropriate utilising them to enhance the classroom experience when we return to school classrooms.