



Specific Learning Opportunities

At Gracefield School we provide extra support for children with Specific Learning Differences. These children have been identified as having special learning needs and are entitled to programmes that will meet these needs.

These include:

(A) Enrichment Programme

The goals for our Enrichment Programme at Gracefield School are to encourage the students to have:

- The passion and desire to learn, be a *thinker*, understand and develop skills to use their talents to their full potential and to be *conscientious*.
- The perseverance and endurance to use their talents.
- Courage and belief in themselves and be a *risk-taker*. To critically reflect on their own thinking and actions and be *adaptable*.
- Passion about causes and how their talents can contribute to the betterment of the world they live in, by being a good *communicator* and being *respectful* of themselves and others.
- The awareness and understanding of their own and others' feelings.
- An understanding that they and others have choices about how to act. That the choices have consequences and this can guide the decisions they make.
- Enjoyment and a sense of fun in life.

We inform parent/caregivers if their child is to receive enrichment and keep parents informed of the programmes their child is involved in.

When appropriate, we involve Parents/Caregivers, class teacher and the SENCO (Special Education Needs COordinator) in IEP's (Individual Education Programmes) for a child. These are to monitor progress and set new learning goals.

Children are identified by:

Identification Procedures

- The **Enrichment Programme Nomination Form** is filled in by **parents** if they feel that their child may have exceptional abilities (on web page under this document). We

strongly encourage them to fill this in and give it to the classroom teacher or GATE Coordinator.

- **Teacher Identification** through the school identification process based on academic level, task commitment and creativity.
- **Identification from Early Educational** settings or from the previous school the child last attended.

(B) Learning Support

The goals of the Learning Support Programme are to:

- Provide all students with programmes that reflect their needs and abilities.
- Inform parents if their child is to receive learning support tuition and the reason for this.
- Support the Reading Recovery teacher in working with at-risk six year olds.
- Teach students strategies that will enable them to meet their potential.
- Foster engagement by providing intervention programmes. This means students can have greater access to the curriculum.
- Promote our school's "Steps for Success."
- Provide IEP's where necessary.
- Work with other agencies (if necessary).

Identification Procedures

Children are identified by:

- Using up-to-date schoolwide assessment tools, to understand each child's issues concerning their learning.
- Assessing the specific child's needs as identified by the classroom teacher or parent.
- The **Learning Support Nomination Form** is filled in by **parents** if they think their child needs additional support. This is given to the classroom teacher or GATE Coordinator.

We ensure labels will only be used where it is a definition for learning differences and an identification for receiving learning interventions.

(C) Reading Recovery

The goals of the Reading Recovery Programme are to:

- Lift underperforming six-year-old children to a level at or above their chronological age.

Identification Procedures

Children are identified by:

- Classroom teachers referring children to the Reading Recovery teacher. Children are selected based on who has the highest needs.

(D) ESOL (English as a Second Language)

The goals for the ESOL Programme are to:

- Provide ESOL students with programmes that reflect their needs and abilities, so that they can have greater access to the curriculum.
- Inform parents of children receiving support for ESOL.
- Teach ESOL students strategies that enable them to meet their potential.
- Foster our school's Steps for Success.

Identification Procedures

Children are identified by:

- Discussions with parents at the point of enrolment. This can be done by the Principal or SENCO (Special Education Needs Coordinator).
- Assessments carried out by the SENCO and classroom teachers.