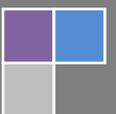


2015

Learning Support Policy

Blackwood Comprehensive School
Ysgol Gyfun Y Coed Duon

This document contains the specific policy and associated information relating to Learning Support at Blackwood Comprehensive School.



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Learning Support Policy

School Philosophy

Blackwood Comprehensive School is committed to raising the educational standards of all our pupils as well as creating an environment in which each child feels wanted, valued, successful and happy.

We recognise that many pupils will have special needs at some time during their school life and take proper regard of the Code of Practice to promote the well being and academic achievements of all our pupils. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

The philosophy of Blackwood School is that the needs of all pupils who may have barriers to learning either throughout or at any time during their school careers must be addressed. Where appropriate such children should be educated alongside their peers in mainstream school where their needs will be met to ensure optimum learning. If pupils have been identified as needing more intensive help they will, where this is appropriate, be placed in a small group for particular aspects of their learning. We also believe that by working in partnership with parents and pupils much can be done to overcome the range of difficulties experienced by some children.

All the children will have access to a broad, balanced and relevant education regardless of their individual difficulties. The provision of an appropriate and differentiated curriculum will ensure that all pupils have the opportunity to progress and achieve success to the highest possible level. The school also makes certain that pupils' interests are stimulated and they take enjoyment in their own education.

The SEN policy will support pupils as they become familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age or
- b) have a disability which either prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority;

Contemporary guidance in the more recent COP (April 2002) suggests that up to 20% of all pupils will have special needs in some point of their schooling. This includes those who

have difficulties with their learning as well as those who have a disability which prevents or hinders them from making use of educational facilities usually provided for children of the same age in schools within the LEA.

The Code of Practice does not assume that there are hard and fast categories of SEN. Each child is considered unique and will have needs and requirements that fall within at least one or more of four areas of need. These are:

- | |
|--|
| <ol style="list-style-type: none">1. Communication and Interaction2. Cognition and Learning3. Behavioural, Emotional and Social Development4. Sensory and/or Physical |
|--|

Blackwood Comprehensive School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

Inclusion

Blackwood Comprehensive School recognises that it is the entitlement of all pupils to have a broad and balanced curriculum. We, as a school, strive to provide a well-balanced, all round education in which pupils of all abilities develop skills and raise attainment and confidence. Our SEN policy reinforces the need for teaching that is fully inclusive.

The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

Inclusion Statement

School's Statement of Intent

'In all that we do we believe that every pupil matters. We value every pupil for what they have tried to achieve, as well as for what they have achieved. We value everybody equally'

Teachers of pupils with special educational needs make every effort to embrace an inclusive society in which all pupils have the opportunity and means to fulfil their potential in a safe, warm and welcoming environment.

The school's strategies encompass high expectations of and strong support for all children regardless of age, gender, attainment or linguistic background.

Since 2000 we have invested heavily in creating a learning environment to assist pupils with physical difficulties. By so doing we ensure that disabled pupils are not treated less

favourably than other pupils and are not put at a disadvantage within the learning environment.

Blackwood is an inclusive school which strives to ensure that:

- Everyone is made to feel welcome
- School sets targets for, and encourages improved attendance
- A clear behaviour and discipline policy sets out the boundaries of what is acceptable behaviour, sanctions and a reward system
- Pupils are encouraged to help each other through a Befriender and Buddy system
- Staff collaborate with each other regularly to maximise learning
- Staff and pupils treat each other with respect, so encouraging good attitudes and relationships
- School strategies encompass high expectations for all pupils
- All staff work in partnership with parents
- Action is taken to ensure that the performance, aspirations and attitudes of both boys and girls is met
- Facilities are physically accessible to all
- Lessons are accessible for all pupils through means of differentiation
- Pupils are encouraged to take an active role in their own learning and take part in activities outside the classroom
- Classroom discipline is based upon mutual respect
- Additional external specialist advice and support is provided when necessary on issues related to curriculum provision, gifted pupils, as well as assisting with the identification and assessment of pupils' individual needs
- The school's setting and grouping requirements take account of the different needs of all pupils
- Homework contributes to the learning process
- Talented pupils are identified as early as possible to enable them to achieve their best by providing stimulating and challenging experiences
- Extra curriculum activities are provided to produce qualities of leadership; organisational ability; creativity and social skills through competitions and awards
- The school is following the Authority's guidelines and procedures relating to Looked After Children. The school's designated teacher is Cerith Lewis
- **All staff are made aware of the need to provide an environment in which all pupils feel secure, confident, accepted, liked, valued, content and happy.**

Objectives:

- To ensure an early identification and intervention for all pupils requiring SEN provision
- To provide a broad and balanced curriculum appropriate to the individual's needs and ability
- Special Educational Needs are recognised as being the responsibility of the whole school
- To ensure children with SEN are taught alongside their peer group when this best meets their needs
- To ensure that pupils with barriers to learning take as full a part as possible in all school activities

- To ensure there is a common approach to behaviour
- To provide a continuum of support offered in a variety of forms
- To help each child to learn to appreciate and value his/her strengths
- To help each child develop his/her potential to the full
- To ensure that each child feels equally valued within the school community
- To provide each child who leaves school with core skills
- To ascertain the child's wishes and involve them fully in setting targets in their Individual Education Plans and evaluating outcome
- **To ensure that parents are fully involved at every stage in any plans to meet their child's Special Educational Needs**

Roles and Responsibilities

Governors' Responsibilities

The named SEN Governor is Miss Catherine Allaway.

In line with the agreed protocol the Head teacher provides the Governing body updated information on SEN data through his half-termly reports.

The Governing Body's responsibilities to pupils with additional and different needs include:

- Ensuring that provision of a high standard is made for any pupil who has special educational needs
- Ensuring that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs
- Consulting the LEI as appropriate, the Funding Authority and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special education provision in the area as a whole
- Ensuring that SEN pupils are fully involved in school activities
- Reporting annually to parents on the school's policy for pupils with special educational needs
- Ensuring that a "responsible person" is identified to inform about the Statement, all those involved with teaching and supporting Statemented pupils.
- Having a regard to the Code of Practice and Disabilities Discrimination Act when carrying out duties towards all pupils with special educational needs
- Being fully involved in developing and reviewing SEN Policy, including the allocation of resources from the school's developed/delegated budget
- To meet with the SENCO/Manager of Learning Support on a regular basis.

Head Teacher

The Head Teacher, Mr R K Pawar, is responsible for:

- The day-to-day management of all aspects of the work of the school, including SEN provision

- Working closely with the SENCO/Manager of Learning Support and supporting them in the managing of SEN procedures in school
- Ensuring that the school has clear and flexible policies for working with parents and strategies encourage involvement in their child's education
- Keeping the Governing Body well informed about SEN within school

Parents

Parents' responsibilities include:

- Their child's education
- Fulfilling any home-school agreements which are set in place
- Communicating appropriately with professionals in order to facilitate any appropriate support
- Playing an important part in the process of planning/reviewing their child's IEP
- Communicating on a regular basis with the school noting any concerns they might have about their child's learning or provision
- Participating in the Annual Review if their child has a Statement of Educational Needs
- Encouraging and supporting their child throughout school

SENCO/Manager of Learning Support

Cerith Lewis, Assistant Head, and Alyson Williams, Manager of Learning Support, share responsibility to ensure the SEN policy and co-ordination of provision for children with barriers to learning are identified and implemented. Miss Michelle Morgan is Learning Support Administrator. They work closely with the Head teacher and Governing Body to determine the strategic development of the Whole School's Development Policy/Provision, with the aim of raising SEN pupil achievement:

Other responsibilities include:

- Identifying children with special educational needs and co-ordinating the provision
- Overseeing the day-to-day operation of the SEN Policy
- Ensuring that subject staff are fully informed as to the special educational needs of any pupil in their charge
- Providing Individual Educational Programmes which will benefit their learning needs and modify any behavioural problems
- Ensuring the Code of Practice is implemented throughout all departments in school
- Liaising with outside agencies so that professional assistance is made available where necessary e.g. LEI, Health and Social Services etcetera
- Involving parents, pupils, teachers and external agencies in the effective teaching development of children with special educational needs
- Managing and deploying learning support assistants effectively
- Ensuring that all pupils with additional learning needs will be prepared for suitable external examinations at Key Stage 4
- Providing care and expertise for pupils with physical difficulties

- Offering advice to subject teachers and departments on employing teaching methods and resources to allow all pupils to have equal access to the curriculum and to experience success

Class teacher

“All teachers are teachers of children with special educational needs”

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Collaborating with the SENCO/Manager of Learning Support to decide what action is required to best support the pupil
- Ensuring children with SEN are taught alongside their peer group when this best meets their needs
- Ensuring IEPs are used effectively to promote learning
- Ensuring SEN pupils are actively involved in their own target setting, identifying strategies and monitoring progress
- Working with the SEN pupils on a daily basis to deliver the targets set up in the IEPs
- Being aware of the school’s procedures for early identification, assessment and intervention
- Developing constructive relationships with parents
- Being involved in the development of the school’s SEN policy

Teaching Assistants

There are currently twelve Learning Support Assistants in school:

Maria Beecham, Maria Cadwallader, Sheryl Cooper, Angela Davies, Carol Ford, Alex Hughes, Jacquelin Jenkins, Vivienne Johnson, Susan Power, Amanda Roberts, Sennur Shondelen and Elinor Williams,

The LSAs are an integral part of the school system and are deployed effectively to ensure the pupils have access to the National Curriculum. They help pupils with barriers to learning integrate into mainstream education by:

- Providing individual and shared support in class
- Assisting the teachers in developing the pupil’s basic literacy skills
- Producing materials linked to various classroom activities
- Providing paired and small group withdrawal literacy support
- Implementing specific programmes
- Keeping regular records of support and intervention
- Ensuring the pupils are able to understand the instructions they receive
- Promoting independence

Identification, Assessment and Provision

At Blackwood Comprehensive School we have adopted a whole-school approach to SEN policy and practice. Pupils with special educational needs are educated, wherever possible, alongside their peers in mainstream classes. However, where it is felt pupils would benefit from small group teaching placement for aspects of their work, this is arranged so that they are placed in a discrete group where their individual needs can be specifically targeted. These sets, found in each cohort, are small in number. Subsequently, as far as possible, in-class teaching support will involve the same teacher or classroom assistant so there is continuity throughout. Where pupils make progress, route progression to higher sets are provided.

The SEN Code of Practice for Wales makes it clear that:

“All teachers are teachers of pupils with special educational needs”

All teachers are responsible for identifying pupils with SEN and in collaboration with the SENCO/Manager of Learning Support, will ensure that those pupils requiring different or additional support are identified at an early stage.

The curriculum is broad to promote intellectual, emotional, social and physical development, in order that pupils should develop a range of desirable personal qualities such as politeness, perseverance, initiative and independence.

Early Identification

Early identification is a priority. When pupils transfer to Blackwood Comprehensive School to begin their secondary education, information is obtained from our feeder schools to ascertain which children are persistently failing to make progress. Any available data, such as CATs data, Assessments or Reading/Spelling Test results, are scrutinised as well as reports which indicate if any outside agencies have been involved in the child's care. Recommendations provided by such agencies are immediately implemented within school.

All the pupils in Year 7 complete the Cognitive Ability Tests (CATs) to determine, through screening, which pupils require further provision to thrive. Where there is a marked discrepancy in results further investigation may take place. Those pupils who are identified as underachieving in language skills are given in-class or withdrawal literacy support, numeracy support or both, if necessary.

The pupils who are significantly underachieving are placed in a discrete SEN group where they have a high level of support to access the National Curriculum.

Provision

On entry to Blackwood Comprehensive each child's attainment will be assessed. This will help to inform the school of the child's aptitude, abilities, and attainments, and will be used to improve continuity in learning.

Underachievement is tackled by the introduction of specific, well designed approaches and differentiated learning programmes. Pupils may be taught in smaller discrete groups. In class support is occasionally provided by our Learning Support Assistant, and, if it is felt necessary, a pupil may be withdrawn from classes for short set periods for individual tuition to improve basic literacy skills.

Each department has an SEN Representative who regularly attends meetings once every five weeks to discuss pupils' progress, new initiatives, share information and co-ordinate action to be put into place. The representatives then report back to their colleagues during departmental meetings, thus providing two way communication between specialists and all teaching staff.

Methods of provision in place are:

- Access to the whole curriculum and subject specialists
- Advice and feedback to pupils, parents and teachers in an open and constructive manner with opportunities for individual tutoring and counselling
- SENCO/Manager of Learning Support oversee screening procedures early in Year 7 to provide benchmarks against which progress can be judged
- In-class support with LSA/adult assistance both in discrete groups and mainstream classes
- Individual Education Plans (IEPs) drawn up in consultation with teachers, pupils and parents
- Small teaching groups are provided in each class for pupils who experience particular difficulty with learning
- Support from specialists e.g. SpLD Teacher, Speech and Language Advisory Teacher, within class or as part of a withdrawal programme
- Periods of withdrawal to work with a support teacher
- All pupils are members of mixed ability tutor groups
- Pupils with physical difficulties are integrated with other pupils for Physical Education or complete exercise programmes set up by a physiotherapist
- All teachers are responsible in the first instance for identifying and meeting the needs of pupils in their classes. Departments will develop their own SEN strategies in line with school policy
- Flexible arrangements exist to enable pupils to vary the pattern of provision between small group teaching and other forms. Provision such as support in mainstream as appropriate to their needs
- The involvement of parents in home/school support

Another provision in place is our highly successful Befrienders' Club in which older students teach basic literacy skills to identified pupils in Year 7 for three half-hour sessions per week. This is a voluntary endeavour which has helped raise reading ages, introduced new spelling strategies to pupils and given them the opportunity to revisit the basics of phonic understanding. So successful is the initiative that our school was chosen as the Welsh finalists in the 'Nationwide Award or Voluntary Endeavour, representing Wales in the National Gala Awards presentation in London. Handwriting Club is also available to help improve pupils' presentation and handwriting.

Selected pupils also take part in the 'Literacy Support', 'Rainbow Readers' and Catch Up' programmes to further enhance their learning.

ASDAN (Award Scheme Development and Accreditation Network) was introduced in this school in September 2003. The Award Scheme is designed to develop assess and accredit Key Skills and to recognise pupils' achievements through a range of selected modules. This has provided the less academic pupils with the opportunity to achieve additional, accredited qualifications which encompass skills required for promoting independence and self-confidence.

The school also has a Nurture/Support Room with a full time nurture room coordinator. The purpose of the nurture room is to provide a flexible and preventative resource that is responsive to the particular needs of individual pupils.

The School is totally committed to ensuring that every pupil is given the opportunity to achieve their optimum potential by providing a balanced curriculum through extra curricular activities and the highest standard of care and support.

Partnership

Parents

We firmly believe in working in partnership with the parents and guardians of pupils in our school. The school is proud of its relationship with parents. We believe that it is only through close working relationships that we can fully and successfully support our children as they mature into young adults. Parents are invited to all review meetings and are encouraged to visit school whenever they wish, whether for a formal or informal visit. They are kept informed about their child's progress and their views are sought on how best to meet the needs of their son/daughter.

General information is provided for parents in the children's daily planners, on Parents' Evenings and via regular school newsletters and meetings. Parents are also informed of support agencies such as SNAP.

- Parents are involved in all stages of admissions and identification
- Parents are seen as essential partners in delivering the Code of Practice
- The school encourages parents to discuss any worries with staff
- Parents are made to feel welcome and are invited to attend and contribute to all meetings about their child
- Close contact is encouraged between LSAs and the parents of pupils who have additional support

Pupils

- Pupils are encouraged to take responsibility for their learning and their own actions
- Pupils are encouraged to learn to appreciate and value his/her strengths
- Pupils are invited to all review meetings and are fully involved in setting targets in their Individual Education Plans and evaluating outcome
- School strives hard to ensure that each child feels equally valued within school and the community
- Pupils are informed of support agencies
- Pupils are involved in the development of the intervention programmes to be used in school and at home

Staff

The SENCO/Manager of Learning Support provides staff with up-to-date information regarding pupils. Upon entry to Blackwood Comprehensive all staff are provided with two booklets entitled 'Generic Advice' and 'Pupil Specific Advice'. The former gives a better understanding of conditions which may affect pupils' opportunities and provide advice and strategies of how to provide optimum care within the classroom. The latter booklet identifies new pupils to the school who are on the SEN Register and have previously received intervention strategies.

Staff provide appropriate information for pupil reviews and collaborate in developing intervention strategies to reduce barriers to learning.

Outside Agencies/Organisations

Blackwood Comprehensive School recognises the important contribution that external support services make in assisting to identify, assess and provide for pupils with barriers to learning.

When it is considered necessary, professionals/colleagues from the following support services will be involved with SEN pupils:

- Educational Psychologists
- Medical Personnel
- CASS (Caerphilly Autistic Spectrum Service)
- Speech and Language Therapists
- SEN Health and Safety Officer
- Physiotherapists
- Hearing Impairment Service
- Visual Impairment Service
- Occupational Therapists
- Specific Learning Difficulties Specialist Teacher
- Advisory Teachers –Behaviour Support and Additional Learning Needs
- Outreach

In addition, important links are in place with the following organisations:

- The LEI
- Social Services
- GEMs (Gwent Education Multi-ethnic Service)
- Education Welfare Officer
- Specialist Services
- Rotary Club
- Other groups and organisations

Training/INSET

Staff are encouraged to attend courses that help them to acquire the skills needed to work with pupils. Training and courses planned for the current year in line with the Code of Practice are: SENCO Forums/Surgeries, Supporting Pupils with ASD in a Secondary School, Supporting Pupils with SEN in a Secondary School, Epilepsy Awareness Training, Epi-pen Training, Literacy and Numeracy Framework and Team Teach Training.

Part of the SENCO/Manager of Learning Support's role in school based INSET is to develop awareness of resources and practical teaching procedures for use with SEN pupils. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing Body will take a similar review of training needs.

The school's INSET requirements will be included in the School Development Plan.

School Links

Regular visits to the primary schools, and cluster meetings with the SENCOs from our feeder schools and SEN Advisory Teacher, ensure that information and records (Statements, professional reports, IEPs, language support etc) are disseminated so that pupils' needs are identified before entry, ensuring a smooth transition.

Blackwood Comprehensive School has close links with the two local Tertiary Colleges ensuring continuity of provision:

- Arrangements are made for pupils and parents to attend 'Open Days'
- Lecturers from Crosskeys College visit school to speak to pupils
- All pupils in Year 11 visit Crosskeys College
- Representatives from both colleges attend Year 11 Annual Statement Review Meetings

Transition

- The SENCO/Manager of Learning Support attend Year 5 and Year 6 Annual Reviews
- Regular meetings are held with the SENCOs from our feeder schools
- Information is collated and distributed where necessary
- Inform and plan for transition from Key Stage 3 to Key Stage 4
- Appropriate records are transferred to relevant establishments within Statutory timescales
- SEN School/College meetings are held with the Tertiary Colleges
- Co-ordinate provision of specialist careers information (SEN Career's Advisor and Careers Wales)

Communities

School recognises the importance of close links with the community. Strong links also exist with Blackwood Rotary Club who generously sponsor a fun day out in Barry Island every year as a reward for selected Year 7 and 8 pupils who have shown progress and effort in their studies. In addition, members of The Club provide Mock interviews for every Year 11 pupil and opportunities to compete in Public Speaking, 'Young Chef of the Year', Essay competitions and 'Young Technologist'. Many local companies also provide work experience opportunities for pupils with barriers to learning and are sponsors for prizes at our Annual Prizegiving events.

The school is also fortunate to have close links with the local Council, Police Force, Fire Service etcetera whose members play an important role in providing support and guidance to all SEN pupils.

Curriculum

The School is totally committed to ensuring that every pupil is given the opportunity to achieve their optimum potential by providing a balanced curriculum through extra curricular activities and the highest standard of care and support.

There is a graduated response to pupil's needs through the following stages:

<p>School Action School Action Plus Statement</p>
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These stages are constantly monitored and reviewed to provide the most up to date identification within the three-staged model of a child's needs.

School Action

When the subject teacher or the SENCO identifies a child with special educational needs they provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

The basis for intervention through School Action could be the teacher's or others' concern, underpinned by evidence, about a child or young person who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas;
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Parents will be kept fully informed of any action taken to help the pupil through Individual Education Plans.

School Action Plus

A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents. At School Action Plus external support services, both those provided by the LEA and outside agencies, will usually see the child in school so that they can advise the SENCO and staff on fresh targets, recommendations, accompanying strategies and provide more specific assessments if required.

The trigger for School Action Plus could be that despite receiving an individualised programme and/or concentrated support, the pupil:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age;
- continues to have difficulty in developing literacy and numeracy skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff by a specialist service;
- has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Statutory Assessment

For a few pupils the help given through Action Plus may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any outside agencies involved, to request the LEI initiates a statutory assessment.

For the purpose of making a statutory assessment the LEI must seek written:

Parental advice

Educational advice

Medical advice

Psychological advice

Social Services advice

Any other advice (such as the ascertainable wishes of the child) which the LEA or any other body from whom advice is sought, consider desirable. In particular advice from Service Children's Education (SCE) must be sought where the child's parent is a serving member of the armed forces.

Procedures in Place

To implement the three-staged model of Special Needs based upon that described in the New Code of Practice the following procedures will be in place:

- A graduated response that includes a wide range of strategies
- Access to the whole curriculum and subject specialists
- Regular recording of a pupil's special educational needs, the action taken and the outcomes
- The SENCo/Manager of Learning Support ensure that all Statements are reviewed annually
- Small teaching groups are provided in each class for pupils who experience particular difficulty with learning
- All teachers prepare resources and learning activities in such a way that the full range of pupils within school can access them.
- Opportunities for pupils to work at their own pace, and without a great deal of dependence upon the subject teacher are very important. Therefore, multisensory approaches are recommended in teaching situations in order to enable pupils to learn more effectively.
- Collaborative learning styles are encouraged, where all staff follow the same school policy. For example, block letter style is encouraged throughout all departments and 'Look/Say/Cover/ technique is used for learning spellings as well as a uniform method of correcting pupils' work being in place.
- The subject teacher takes into account the needs of the pupil by regular monitoring of the Individual Education Plan. Where appropriate, withdrawal lessons are provided for pupils with Specific Learning Difficulties to ensure their progress.
- Selected pupils are also given the opportunity to work on Spelling, Literacy and Maths Computer Programmes for regular sessions throughout each week. Some individuals are withdrawn for 'Literacy Support', 'Numeracy Support' and 'Catch Up' programmes.
- A book scrutiny for pupils who are on the Additional Learning Needs Register is carried out by SMT to ensure that work is being differentiated appropriately in all subjects.

Blackwood is fortunate to have a highly professional, dedicated staff who are committed to raising standards for everyone. This approach is reflected in our academic and alternative curriculum successes.