

Learning Support Policy

DEFINITION

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 have:

- a) a significantly greater difficulty in learning than the majority of children of the same age; or
- b) a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

OBJECTIVES

- To meet the individual needs of all pupils in order to ensure that they can benefit from the educational facilities available.
- To promote independence, personal responsibility, respect for others and the development of self-esteem in each pupil.
- To identify any child who may have special needs as early as possible.
- To match the level of intervention to the child's needs.
- To promote a happy, stimulating and secure environment to ensure the most effective learning for the pupils whatever their needs.
- To assist all staff in providing accessible learning for all its pupils whatever their needs
- To work with the child's parents at all stages.
- To include children in the decision making process.
- To keep records of the children's needs, any interventions taken and their outcomes.
- To cooperate with outside agencies for the benefit of the child.
- To apply a whole school policy to meet each child's individual needs following the guidelines of *The Code of Practice for SEND: 0 to 25 years, September 2014 updated May 2015 [DfE and DoH]*

IMPLEMENTATION

Responsibilities of learning support teachers/ coordinators

- Help classroom teachers make provision through differentiation and support in the classroom for children with special needs.
- Carry out informal diagnostic assessments.
- Provide specialist teaching to individuals identified as having learning difficulties.
- Write IPS (Individual Programmes of Support) and review twice yearly.
- Maintain SEND records and make readily available to staff.
- Liaise with parents.

- Liaise with outside agencies.
Coordinate and complete paperwork for the Education, Health and Care Needs Assessment Plan and implement interventions following advice from outside agencies or an Education, Health and Care Plan. Organise annual reviews for pupils with an EHC Plan Maintain a register of children with SEND
- Review and update the SEND policy as required
- Pass on information on training courses to staff.
- Identify resources needed to meet the needs of pupils with SEND and advise the head teacher of priorities for expenditure.
- Develop links with other schools
- Keep up to date with developments in the field of SEND

ADMISSION ARRANGEMENTS

See school's admission policy

IDENTIFICATION

Identification of pupils who may have special needs may become apparent through:

- Admission process
- Class teacher/Form Teacher/Subject Teacher
- Formal screening
- Parental concerns
- Assessment by the SENDCOs.

ASSESSMENT

When concerns are raised about a pupil's special needs, from one of the above sources, parents will be consulted by a member of staff.

Informal diagnostic assessment may be carried out by the learning support teacher using a variety of tests. The results will be discussed with parents and staff and a decision will be made as to the level of intervention which is appropriate.

PROVISION

A continuum of intervention.

Wave 1-When concerns are first raised regarding a child's progress; the teacher will provide differentiated work in the classroom and monitor its effectiveness. Children are set for Maths and English in the Senior School. Alpha Smart word processors are available to some children to use in class.

Wave 2- Small group support may be used for some children to enable them to progress.

Wave 3- If progress is not adequate or the difficulties warrant it, the child will receive individual support from the learning support teacher. Lessons are offered on an individual

basis and the child will be withdrawn from non-core subjects. Lessons are usually once and occasionally twice a week. These children will have an IPS.

Education, Health and Care Plans - children with EHC Plans will have an IPS which will be reviewed twice yearly. Targets will be set with the staff involved and the child and an Annual Review will be held.

RECORD KEEPING

All children receiving support will be listed in the special needs register. IPS will be written for all children on the SEND register and that includes those with an EHC Plan. Hard and soft copies of these are accessible to all staff.

IPS will include areas of concern, targets, teaching strategies and evaluation.

Learning support teachers contribute to written reports which are sent to parents twice a year.

Standardised reading and spelling tests are given to pupils receiving support, as appropriate, towards the end of the school year.

STAFF LIAISON

The register and files with information on each child on the register including copies of IPS are accessible to all staff. These are stored in the relevant SENDCOs office. Information is shared at weekly and half-termly staff meetings. Any pertinent information and reports from outside agencies are circulated to all staff teaching the pupil concerned. There are regular departmental meetings for the learning support teachers in the Junior and Senior schools.

EXAM PROCEDURES

Some children, in the Senior school, who have been assessed as having a below average score in some measure of speed of processing, will have extra time in internal exams.

LIAISON WITH EXTERNAL AGENCIES

When assessments are carried out by an Educational Psychologist, the school will endeavour to follow up on their recommendations. The decision to have such an assessment is made in consultation with parents and staff and can be arranged in school or by the parents outside school.

We also liaise with speech therapists, physiotherapists, occupational therapists, ASD support service and any other specialists who may be involved with individual pupils.

LIAISON WITH PARENTS

Special needs staff maintain regular contact with parents through formal parents evenings and informal contact by telephone or meeting during the school day to follow up on assessments, review progress or discuss any area of concern.

COMPLAINTS

Any complaints about SEND provision should follow the procedures outlined in the School's Complaints' Policy.

Individual Programme of Support

Name	Date of Birth / /
Form	Area of SEN Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Difficulties Sensory and/or Physical Difficulties
Form Teacher	Outside Agency Reports

Strengths

Areas of Difficulty

Recommendations

Expected Outcomes

Parent/Pupil Views

Date of Review: