

LEARNING SUPPORT POLICY

CONTENTS

1. Definition.....	3
2. Objectives.....	3
3. Implementation	3
4. Admission Arrangements	4
5. Identification	4
6. Assessment.....	4
7. Provision.....	4
8. Record Keeping.....	5
9. Staff Liaison.....	5
10. Exam Procedures.....	5
11. Liaison with External Agencies.....	5
12. Liaison with Parents.....	6
13. Complaints.....	6
14. Individual Programme of Support	6

LEARNING SUPPORT POLICY

1. 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.

2. 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, 2015](#)

3. 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 Headmaster of priorities for expenditure.
- Develop links with other schools
- Keep up to date with developments in the field of SEND

4. Admission Arrangements

See school's Admission Policy.

5. Identification

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

- Admission process
- Class teacher/Form Teacher/Subject Teacher completing a Cause for Concern form and submitting to the Learning Support Department
- Formal screening
- Parental concerns
- Assessment by the SENDCo/Assistant SENDCo
- Notable lack of progress over time from the individual's starting point or in comparison to peers.

Once a child has been identified, the class teacher and a member of the Learning Support staff will begin the process of assessment.

6. 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 SENDCo or Assistant SENDCo 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.

7. 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. Surface Go, Lenovos and iPads are available to some children to use in class. Children in Years 5 and 6 are required to bring their own devices.

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 SENDCo/Assistant SENDCo. 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 termly. Targets will be set with the staff involved and the child and an Annual Review will be held.

Children with specific targets or recommendations through a diagnosis will receive support for those areas. These fall into the SEND Code of Practice categories of Communications and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and Physical.

8. Record Keeping

All children receiving individual support will have a diagnosis or an EHCP. These children will be listed in the special needs register. IPSs 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. A copy of each child's IPS will be sent out to parents and parents are encouraged to comment on the 'Parents' Views' section. IPSs are reviewed termly with the class teacher/form teacher and parents.

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

The SENDCo and Assistant SENDCo will contribute to written reports which are sent to parents three times a year.

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

9. Staff Liaison

The register and files with information on each child on the register including copies of IPSs are accessible to all staff. These are stored in the relevant SENDCOs office.

Information is shared at weekly 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 SEND team, including with the Deputy Head Academic.

10. 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, providing this a recommendation from an educational assessment.

11. Liaison with and Referral to 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.

12. Liaison with Parents

Learning Support 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.

13. Complaints

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

14. Individual Programme of Support

Individual Programme of Support

Name :	Date of Birth :	Class :
Designated SEN team member :	Area of SEN Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Difficulties Sensory and/or Physical Difficulties	SEN Stage: SEN Support
Diagnosis (if known) :	Date last formal assessment :	
Strengths:		
Support needed:		
Targets for the year :	<u>School support</u> <u>Frequency</u>	
<u>Outside support</u> <u>Frequency</u>	<u>Home support</u> <u>Frequency</u>	

Date of this I.P.S meeting :	I.P.S. due for evaluation :
Signature of SEN team member :	Signature of parent/s :
Name of SEN team member :	Name of parent/s :

Page Break

Page Break

Individual Programme of Support		
Name:		
Date:		
Target 1:	Activities and resources	Action point
Target 2:	Activities and resources	Action point
Target 3:	Activities and resources	Action point
Target 4:	Activities and resources	Action point

Summary Evaluation of Individual Programme of Support

Name :	Date of Birth :	Class :
Date of evaluation :	Date of next I.P.S meeting :	

Evaluation of aim/s

1.

2.

3.

Other comments :

Signature of SEN team member :

Signature of parent/s :

Name of SEN team member :

Name of parent/s :