

# LEARNING SUPPORT POLICY

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# LEARNING SUPPORT POLICY

## 1. Definition

Children are considered to have special educational needs (SEN) if they have a learning difficulty which requires special educational provision. A learning difficulty is identified when a child has:

- 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 regardless of 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 ensure they 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 based on recommendations from external 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 Admissions 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
- 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, in collaboration with 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 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 appropriate work in the classroom and monitor its effectiveness. Children are set for Maths and English in the Prep School. Surface Go, Lenovos and iPads are available to some children to use in class. Children in Years 4, 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 and the learning support team.. 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 either 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. 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 will contribute to written reports, which are sent to parents at the end of the academic 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 individual 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 Prep 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 learning support provision should follow the procedures outlined in the School's Complaints' Policy

## 14. Individual Programme of Support

|                                     |  |   |
|-------------------------------------|--|---|
| <b>Name :</b>                       | <b>Date of Birth :</b>   | <b>Class :</b>                          |
| <b>Designated SEN team member :</b> | Area of SEN<br>Communication and Interaction<br>Cognition and Learning<br>Social, Emotional and Mental Health Difficulties<br>Sensory and/or Physical Difficulties | <b>SEN Stage:</b><br><b>SEN Support</b> |
| <b>Diagnosis (if known) :</b>       | <b>Date last formal assessment :</b>   |   |
| <b>Strengths:</b>                   |  |   |
| <b>Support needed:</b>              |  |   |
| <b>Targets for the year:</b>        | <b>School support</b>  | <b>Frequency</b>                        |
| <b>Outside support</b>              | <b>Frequency</b>   | <b>Home support</b>                     |
|                                     |  | <b>Frequency</b>                        |
| <b>Date of this I.P.S meeting :</b> | <b>I.P.S. due for evaluation :</b>   |   |

|                                |                         |
|--------------------------------|-------------------------|
| Signature of SEN team member : | Signature of parent/s : |
| Name of SEN team member :      | Name of parent/s :      |

|                                 |                          |              |
|---------------------------------|--------------------------|--------------|
| 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

|  |                                     |                                |
|--|-------------------------------------|--------------------------------|
| <b>Name :</b>  | <b>Date of Birth :</b>              | <b>Class :</b>                 |
| <b>Date of evaluation :</b>                          | <b>Date of next I.P.S meeting :</b> |                                |
| <b>Evaluation of aim/s</b><br>1.<br><br>2.<br><br>3. |                                     |                                |
| <b>Other comments :</b>                              |                                     |                                |
| <b>Signature of SEN team member :</b>                |                                     | <b>Signature of parent/s :</b> |
| <b>Name of SEN team member :</b>                     |                                     | <b>Name of parent/s :</b>      |

## 15. Education & Welfare Provision for pupils with an Educational Health Care Plan (EHCP)

This applies to the whole school and should be read in conjunction with the Learning Support Policy.

*All staff work within the guidance set out in the SEND code of Practice 2015 as well as any further Government and subsidiary Local Authority (LA) Guidance.*

We aim to:

- Ensure the implementation of Government and subsidiary Authority (LA) Guidance surrounding the SEND Code of Practice (January 2015)
- Ensure all pupils have access to a broad and balanced curriculum.
- Ensure that the diverse needs of children are provided for; barriers to learning are minimised and there are equal opportunities for all children to participate in the full curriculum.
- Provide appropriate teaching which makes learning challenging and enjoyable, based on best practice using past practice strengths and new guidelines.
- Ensure that early identification of all pupils requiring SEND provision takes place as soon as possible in their school career.
- Parents of pupils with SEND are kept informed of their child's progress and attainment.
- Ensure that parents/carers have a clear understanding of how the school supports children with an EHCP and their own involvement in this.
- Raise the aspirations and expectations for all pupils, helping them to achieve their full potential.
- Celebrate strengths within an inclusive community.

### **Educational, Health Care Plan (EHCP)**

The majority of children with SEND will have their needs met within the school's provision. A small number of children may require an Educational Health Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an Education Health & Care Plan.

The purpose of EHC plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

### **Procedure**

Applications for statutory assessment and applications for Local Authority funding must be made by the parents. The school will provide information to support the application. At every stage, the views and wishes of the child and their parent will be listened to. The Local Authority will make a decision on whether to progress with the assessment and if so, will require detailed information and evidence to make their decision. If an EHCP is issued

it will be specific to that child and the Local Authority will provide additional resources tailored to the individual circumstances.

### **Education Health Care (EHC) Plans**

Educational, Health Care (EHC) Plans have outcomes listed on the document issued by the Local Authority. Provision to support the achievement of these outcomes is put into place by teaching staff and is monitored termly using Provision Maps. The EHCP is reviewed annually. Parents and any agencies involved with the pupil will be invited to this meeting to discuss progress and the provision which is in place.

The school will make all reasonable adjustments to support a pupil's needs as outlined in the EHC Plan.

It is the responsibility of the Headmaster, and the Head of Learning Support to:

- Work together with all school staff to monitor the provision as outlined in the EHC Plan and ensure that all needs are met;
- Ensure that all relevant staff are aware of the range of the pupil's strength and difficulties and the implications for curriculum delivery;
- Manage resources and use them in the most appropriate way to meet the pupil's needs; and
- Monitor and record the pupil's progress.

This policy is made available to parents on the school's Website. A hard copy is available from the School Office on request.

## Appendix: Restrictive Interventions and Additional Needs

The School recognises that pupils with Special Educational Needs and Disabilities, as well as those who have experienced trauma or adverse childhood experiences, may be more vulnerable both to behaviours that lead to restrictive interventions and to the impact of such interventions.

The School is committed to reducing the need for restrictive interventions through proactive and individualised support. This includes identifying triggers, understanding communication needs, and implementing strategies to support emotional regulation and engagement.

Where appropriate, individual behaviour support plans or risk assessments will be developed in partnership with pupils, parents and, where appropriate, external professionals. These plans will reflect the guidance set out in the School's **Restrictive Interventions Policy (Including the Use of Reasonable Force, Restraint and Seclusion)** and will outline strategies to prevent escalation and support safe responses where risk arises.

The School will ensure that reasonable adjustments are made in accordance with the Equality Act 2010 and will monitor the use of restrictive interventions, as recorded through the Restrictive Interventions Policy, to ensure that no group of pupils is disproportionately affected.

Following any significant incident involving restrictive intervention, individual plans will be reviewed in line with the processes set out in the Restrictive Interventions Policy to ensure that learning is captured and future risk is reduced.