



LEE Hurst Swan

LEARNERS WITH LEARNING DIFFICULTIES AND/OR DISABILITIES AND EAL (Learning Support Policy)

Applies to the whole school including EYFS

Last reviewed September 2017 by the Headmaster and Head of Learning Support.

THIS POLICY IS PUBLISHED ON THE SCHOOL WEBSITE

Written with regard to

- The Equalities Act 2010
- The Special Educational Needs and Disability Act 2001
- The Disability Discrimination Act 2005
- The Children and Families Act 2014

Leehurst Swan policy for Learning Support complies with the Special Educational Needs Code of Practice (2014)

This policy should also be read with particular reference to the following school policies;

- Leehurst Swan Child Protection Policy
- Leehurst Swan Access Plan
- Leehurst Swan Admission Policy
- Leehurst Swan Examination Access arrangements policy

1. Definitions

Within this policy, the term 'Special Educational Needs' refers to a child who has 'a learning difficulty or disability which calls for special educational provision to be made for him or her'(Code of Practice 2014). The term 'learning difficulty and or disability refers to a child who 'has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools...' (Code of Practice 2014).The policy recognises that disability may not be diagnosed, that provision may need to be anticipatory and that disability may affect all aspects of learning at school.

2. Context

Leehurst Swan provides an academic curriculum, and is selective from Year Seven, through an entrance examination. Policy and practice at Leehurst Swan makes reasonable adjustments to include current and prospective pupils and to avoid putting pupils with learning difficulties and or disabilities at a substantial disadvantage. Pupils are admitted to Leehurst Swan in line with the school admissions policy and other policies published by the school. Where children are selected on the basis of ability through an entrance examination, reasonable adjustments are made to the examination process for children with learning difficulties and or disabilities. This may involve providing additional time or additional rest breaks, and may be allocated in line with the school additional time policy.

3. Purpose

The purpose of this policy is to describe the principal values and procedures at Leehurst Swan supporting children where there are concerns about progress or learning. This policy describes how we support children as a whole school and in the Learning Support Department. The policy accepts responsibility for the identification of needs and provision for children with learning difficulties and or disabilities, special educational needs, and those who may be at risk of falling behind in their learning. The policy has due regard for the Equality Act 2010. Both policy and practise are driven by the identified needs of the children, with the ultimate aim of promoting the wellbeing of the children for whom we are responsible, in line with the five outcomes of the Children's Act 2004.

4. Aims

The aims of the Learning Support policy are an integral part of the aims of our school.

- Leehurst Swan aims to provide every possible opportunity for a child to develop his or her potential, taking account abilities, talents and interests.
- All children have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum.
- All children are valued, their self esteem and confidence encouraged. We work in close partnership with parents/carers who play an active and valued role in their child's education.
- We endeavour to make learning enjoyable and strive to make our children inspired and independent learners.
- We encourage children to be kind and caring towards all members of the school community.
- We strive to make children aware that we are all special and we must be tolerant of differences.

5. Objectives

The objectives of the learning support policy are:

- To identify children's needs at the earliest opportunity and monitor learning to ensure that all children make progress.
- To plan provision to meet the identified needs of children with learning difficulties and or disabilities.
- To support all staff in making reasonable adjustments to their lessons to effectively include children with learning difficulties and or disabilities.
- To deliver individualised additional and different programmes to target the needs of children with learning difficulties and or disabilities.
- To ensure that staff are aware of the procedures for identifying, supporting and teaching children with learning difficulties and or disabilities.
- To work in close partnership with and involve parents/carers of children with learning difficulties and or disabilities.
- Where appropriate, to work in close partnership with professionals from outside agencies to support the provision for children with learning difficulties and or disabilities.
- To monitor the progress of all children in school and monitor, record and report on the progress of children receiving learning support lessons to ensure progress and value for money.

6. Responsibilities

Provision for children with learning difficulties and or disabilities involves all staff at Leehurst Swan and recognises from the SEN Code of Practice (2014) that 'The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.' Therefore, teaching children with learning difficulties and or disabilities is a whole school responsibility.

The Head of Learning support is responsible to the Headmaster for monitoring the progress of all children in school with learning difficulties and or disabilities, and for the day to day running and development of the Learning Support Department.

SENCOs for the Pre-Prep, Prep and Senior departments are responsible for coordinating provision for children with learning difficulties and or disabilities within each of these phases. The SENCO for the Pre-Prep is Mrs P Slater and the SENCO for the Prep and Senior School is Mrs K Fergusson.

Independent Learning Support teachers, contracted to school on a self-employed basis, are responsible for delivering individualised additional and different learning support programmes where needed.

7. Specialist Facilities

Leehurst Swan School has been recognised by CReSTeD as able to provide teaching for pupils with dyslexia on a withdrawal basis. Within the mainstream context of Leehurst Swan, the Learning Support Department strives to provide specialist teaching in response to the needs of all children with learning difficulties and disabilities as needed, involving the independent teachers contracted to school. As an institution, we have access to 2 specialist teachers of dyslexia who hold the AMBDA qualification (one of whom is the Head of Learning Support). In response to children's needs, specialist teachers may be involved in training and awareness raising, focussing on specific needs.

Within the physical context of the school building, the school is committed to the inclusion of children with learning difficulties and or disabilities, in line with the school Equal Opportunities policy and Access Plan.

8. Identifying Needs

Children's needs may be identified by school staff, parents/ carers or by the individual child. School has a referral procedure through which school staff can refer to the Learning Support Department any child about whom they are concerned. Concerns about progress may be raised by parents/ carers at parent consultation meetings and by the pupils themselves through the daily 'drop-in' facility.

Children new to Year 3 – Year 6 are assessed using standardised tests by the Head of Learning Support and specialist TA during their 'taster day'. This provides an early identification of any specific needs, so that further screening and appropriate provision can be put in place on the child's entry to school.

The Learning Support Department use a wide range of techniques and processes, including assessment and observation, to identify individual needs. In addition, various screening tools, recognised for use by teachers, are used as indicators of specific mathematical, social, emotional, behavioural or language difficulties. Referrals are always made in consultation with parents and carers and where appropriate the appropriate specialist professionals outside school.

Parents and carers may often be involved in the screening process. The outcome of all assessments and screening are discussed and always shared with parents and carers.

Provision

The Learning Support Department provides support to children with learning difficulties and or disabilities through a graduated response.

Differentiated quality first teaching provision – SEN Monitoring (Wave1)

Recognising that all teachers teach pupils with special educational needs, the department supports teachers in providing differentiated provision to effectively include all children in all lessons. Support is given to staff through training, advice about strategies and resources for individual children, and through sharing information about individual needs. The class teacher is responsible for the day-to-day assess/plan/do/review cycle outlined in The Code of Practice (2014). Information about children with learning difficulties and or disabilities is shared with staff through a provision map produced by the Head of Learning Support which details individual strengths, difficulties and recommended strategies to effect differentiation. The provision map is shared with all staff through the school intranet and is updated half- termly. Information about children may also be shared with school staff as needed, for example following an Educational Psychologist assessment, through weekly staff briefing meetings All Pupils who are being monitored, receive SEN Support or have Statements or EHCPs are categorised under the 4 areas of need (Code of Practice 2014):

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Health Difficulties (SE&H)
- Sensory and/or Physical (S&P)

SEN Support provision (Wave 2 and Wave 3)

Where school assessments indicate that children's progress is 'at risk', for example standardised scores of below 90 indicated in school assessments, the department has the facility to put in place SEN Support booster group provision. This will usually be small group provision, targeting identified needs and aimed to bring children's progress on track with their peers. SEN Support provision may involve children whose progress is slowing as well as children with learning difficulties and or disabilities. SEN Support intervention is planned and evaluated through a group Education Plans which are updated regularly. The school makes no additional charge for this

For children identified as having learning difficulties and or disabilities, there will often be a need for Additional and Different SEN Support provision to target specific areas of need. Such SEN support provision may be triggered through analysis of school assessment and performance data, limited progress despite appropriate classroom differentiation and SEN Support or identification of needs by specialist teachers or outside agencies. SEN Support Plus provision is usually delivered to individual children by a specialist teacher. Individualised programmes are drawn up in response to individual strengths, needs, learning styles and with consideration to the advice of outside agencies. SEN Support interventions are informed by up to date research and recognised good practice. SEN Support intervention is planned and evaluated through a

Targeted Learning Plan, which is updated termly, shared with staff through School Base and monitored by the Head of Learning Support. Specific and measurable targets are agreed with the child, class teacher and parents. In line with school policy, a contract for these additional lessons is drawn up between the teacher involved and the parents/ carers, and an additional charge is carried. . All children who receive 1:1 paid learning support are invited to complete One Page Profiles. These will be shared with all staff on School Base.

English as an Additional Language

The Learning Support Department is fully aware that children for whom English is an additional language do not necessarily experience learning difficulties or disabilities or special educational needs. Where support is needed for a child for whom English is an additional language, the department staff advise school staff on strategies and resources to enable appropriate differentiation of quality first teaching. If needed, the Learning Support Department can provide additional intervention to support language development, for example using the programme 'Talking Partners'.

In planning interventions, the Learning Support Department recognises that all children have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the school's curriculum. Therefore, careful consideration is given to the timing of lessons, in consultation with children, parents and teachers. Where appropriate, lessons are delivered outside lesson times and during lunchtimes. It may sometimes be appropriate for intervention to take place during and reinforce learning in class.

Monitoring progress

The Head of Learning Support works with the Headmaster and Head of Teaching and Learning, Heads of Departments and Subject Coordinators to track the progress of all children in school. Analysis of assessment and performance data is used to indicate progress and where intervention may be needed. Details about intervention are recorded and shared with school staff in a provision map, which is updated half- termly. The provision map records information about:

- children whom the SENCOs are monitoring
- children who are supported at SEN Support
- Children who are in receipt of a statement of Special Educational Needs or EHCP.

Specialist teachers delivering SEN Support lessons monitor the progress of the children they teach through evaluating TLP targets each term.

The Head of Learning Support monitors the progress of all children receiving SEN Support and SEN Support lessons to ensure that children make and maintain progress, that programmes are effective and that lessons represent value for money. This involves tracking standardised scores,

linked to targeted areas, to ensure accelerated progress. This also involves monitoring of qualitative data, as recorded on TLP evaluations and through lesson observations.

Where there is regular outside agency involvement for children at SEN Support, review meetings will be held in school to share information, review progress and set new targets.

Transition

Links are maintained with other schools to ensure a smooth transfer on school entry. Assessments carried out during taster days in the Prep department and information shared by previous schools are used to put in place appropriate provision for children with learning difficulties and disabilities, and English as an Additional Language.

Where children with learning difficulties and or disabilities and English as an Additional Language transfer from Leehurst Swan to other schools, the Head of Learning Support liaises with SENCOs from the receiving schools. Additional transfer visits may be needed for some children, which can be organised by the Learning Support Department. Transfer reports are written as required.

Partnership with Parents and Carers

The Learning Support Department is committed to working in close partnership with parents and carers of children with learning difficulties and or disabilities. The department actively encourages parents' and carers' involvement in their children's learning. The department promotes an 'open door' policy where parents and carers can contact the department to discuss their child's learning and strategies to support them further. The department produces a newsletter for parents each term, which is sent to parents and carers of children with learning difficulties and or disabilities and is also published on the school website. The department holds frequent workshops for parents and carers to support learning at home. Individual Education Plans are shared with parents and carers and their contribution to TLPs is sought. Parents are actively encouraged to share in the completion of their child's One Page Profile. Parents are invited to attend the Learning Support drop-in that happens every week in the school.

The Role of the Governors

The governing body must:

- Do its best to ensure that the necessary provision is made for any child who has learning difficulties and or disabilities
- Ensure that teachers in the school are aware of the importance of identifying and providing for children with learning difficulties and or disabilities
- Ensure that a children with learning difficulties and or disabilities joins in the activities of the school, so far as is reasonably practical for the child

- Report to the parents on the implementation of the school's policy for children with learning difficulties and or disabilities in the Annual Governors' report

See Section 317, Education Act 1996

- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties towards all children with learning difficulties and or disabilities
- The governor with responsibility for learning support regularly attends departmental meetings and curriculum committee of Governors.
- The school has in place an access plan, which details how school makes reasonable adjustments for pupils with learning difficulties and or disabilities, and special educational needs.

Evaluation Criteria

The policy will be evaluated against the objectives stated at the start of this policy by:

- Analysis of all teachers' planning to ensure that awareness of needs is implemented in differentiation in lessons
- Parents/Carers contribution to their children's targets and Targeted Learning Plans
- Children's contribution to their targets and content of Targetted Learning Plans
- Monitoring Targetted Learning Plan targets and qualitative and quantitative assessment data for all children receiving Wave Two booster provision or Wave Three Learning Support provision

Complaints Procedure

If parents/carers have a complaint concerning provision for their child, they should initially discuss this with the form teacher. If this proves unsuccessful, the matter should then be referred to the Head of Learning Support and/or Headmaster. Should the matter still be unresolved, then proceed as set out in the school complaints policy.

This policy is subject to annual review according to a timetabled programme.

Last reviewed September 2017 by the Headmaster and Head of Learning Support.