

# Learning Support Policy

## Leehurst Swan School



<b>Approved by:</b>	 Headmaster  Chair of Governors	<b>Date:</b> 17/11/2020
<b>Last reviewed on:</b>	17/11/2020	
<b>Next review due by:</b>	17/11/2022	

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## **Applies to the whole school including EYFS**

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 is an independent, selective school and provides an academic curriculum. Although Leehurst Swan School is a broadly academic school it does have the facility to make reasonable adjustments for a small number of children, to include

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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 and access arrangements can be made to the examination process for children with learning difficulties and or disabilities so they are not disadvantaged.

### **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 in the school and in the Learning Support Department. The policy outlines school procedures for the identification of pupils who require additional support and provision for children 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 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 below, are in line with the school's mission, that all children will be given the opportunity and support to find their voice.

- Leehurst Swan aims to provide every possible opportunity for children to develop their potential, taking into account abilities, talents and interests, and find their voice.
- 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 Special Educational Needs (SENCo) 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 Special Educational

Needs Department. The SENCo is responsible for coordinating all provision for children with learning difficulties and or disabilities within the school.

## **7. 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 Prep during their 'taster day'. If a child achieves the required standard, then they will be offered a place at the school. If a child does not achieve to the required standard, but it is felt that the school's small class sizes and high standard of teaching can meet the needs of the child, then a place at the school may still be offered; this would be subject to further screening and assessment.

The Learning Support Department use a wide range of techniques and processes, including assessment and observation, to identify individual needs of existing children. 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 are 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.

#### **1. Differentiated teaching provision**

The class teacher is responsible for the day-to-day provision of children in their classes. 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. Information about children with learning difficulties and or disabilities is shared with staff through a provision map produced by the SENCo 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 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.

## **2. SEN Support provision**

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 individual plans which are updated regularly.

## **3. SEN Support Provision Plus**

For children identified as having learning difficulties and or disabilities, there will often be a need for additional 1:1 SEN Support provision to target specific areas of need. SEN Support Provision Plus may be triggered through analysis of school assessment and performance data, teacher identifying continued limited progress despite appropriate classroom differentiation or via identification of needs by specialist teachers or outside agencies. SEN Support Plus provision is delivered to individual children by a member of the SEN Department. Individual Educational Plans (IEPs) in response to the individual's strengths, needs and support required are drawn up and implemented.

## **4. Educational Health Care Plans (EHCP)**

For children and young people who require more support than is available through special educational needs support; EHC plans identify health and social needs and set out the additional support to meet those needs. If a pupil is deemed to need this high level of support, the school will, in the first instance, assess whether it has the resources to support a pupil who requires this high

level of support. If the school does, after assessment, feels it has the resources to put in the levels of provision required, it will then work alongside all stakeholders to ensure the needs of the child or young person are being fully met.

### 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.

### **Monitoring progress**

The SENCo works with all key staff to track the progress of all children on the provision map. Analysis of assessment and performance data is used to indicate progress and where intervention may be needed. Details of identification and required support are recorded and shared termly with school staff each term via the provision map. The provision map records information about:

- Children whom the Learning Support Department are monitoring
- Children who are supported at SEN Support
- Children who are in receipt of Educational Health Care Plans (EHCPs).

The SENCo monitors the progress of all children receiving SEN Support and SEN Support lessons to ensure that children make and maintain progress and that programmes are effective. This involves tracking standardised scores, linked to targeted areas, to ensure accelerated progress. This also involves monitoring of qualitative data, and through lesson observations.

Where there is regular outside agency involvement for children with EHCPs, 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 Section 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.

## **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 occasional newsletters, which are sent to parents and carers of children with learning difficulties and or disabilities and are also published on the school website.

## **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 child with learning difficulties and or disabilities joins is fully included with activities of the school, so far as is reasonably practical for the child.
- 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.
- Ensure that the governor with responsibility for learning support regularly attends departmental meetings and curriculum committee of Governors.

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- Ensure that 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.

### **Complaints Procedure**

If parents/carers have a complaint concerning provision for their child, they should initially discuss this with the form or subject teacher. If this proves unsuccessful, the matter should then be referred to the SENCo and then the Headmaster (in accordance with the complaints policy 2019). This policy is subject to annual review according to a timetabled programme.