

Learning Support Policy

This SEND Policy works alongside and in conjunction with The Accessibility Policy and is embedded in the Teaching and Learning Framework of the school.

Principles

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the SENCO and all other members of staff, both teaching and support, have very important day-to-day responsibilities.

"All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training"

(Code of Practice 2014)

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Special Educational Needs Definition (Section 20 Children and Families Act 2014):

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - b) has a disability which prevents or hinders him or her from making the use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children who are identified as having a Special Educational Needs and Disabilities according to this definition, may require reasonable adjustments to be made for them.

Identification and assessment

- Provision may need to be made for identified children who:
 - a) have a learning need that is significantly additional to or different from the majority of the children their age;
 - b) have a disability which either prevents or hinders them from making full use of the educational facilities generally provided for children their age

- Separate provision may also need to be made for children who are academically gifted and require extension activity to provide stimulation or challenge. St Faith's caters for particularly able pupils though its practice of top-down excellence and provision of 'pyramids of opportunity' as described in its Teaching and Learning Policy. The rest of this policy concerns educational provision for those falling into categories a) and b).
- Following the Children's and Families Act 2014, the designations of Special Needs is now referred to in the Code of practice as SEND support, which is a graduated approach to supporting pupils with SEND or disabilities.
- Once a potential special educational need is identified, four types of action should be taken to put effective support in place:
 - 1 Assess
 - 2 Plan
 - 3 Do
 - 4 Reviewand this will be known as the graduated support.

- Specialist Services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

Provision at St Faith's

Fundamental Principles:

- A child with SEND should have their needs met
- SEND can normally be met in mainstream settings
- Views of the child should be sought as age appropriate and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEND should have full access to a broad curriculum

Co-ordinating arrangements

- The Head of Learning Support acts as a direct link with the School's SMT, Educational Psychologists, other outside agencies, teachers, teaching assistants and parents
- The Head of Learning Support is responsible for: preparing and updating Learning Support records on SIMS; coordinating pupil arrangements throughout the term; and coordinating the daily running of the department, including overseeing and writing programmes, ensuring pupils' Learning Profiles are updated, and ensuring that teachers have access to relevant information on pupils' needs in the classroom
- Many identified pupils will be supported through differentiated work and in-class support, and teachers in the Learning Support Department (hereafter referred to as LS Department) offer advice at any time to other teachers
- Children with the highest level of need, determined by the Head of Learning Support, will be offered 1-1 support lessons or small group lessons. This provision will be considered Wave 3 support
- Pupils may usually be offered up to two sessions per week at no additional cost, and on occasion further support may be provided individually or in small groups. In exceptional circumstances, if a child's needs are determined to be discrepant with their ability to progress alongside their peers, and despite intervention and consistent in class support and individual sessions, a discussion will be arranged with parents and the Headmaster, generally at the half term point of the Michaelmas Term in Years 2, 4 or 6

Admissions Arrangements

- The Head of Learning Support is involved in admissions arrangements. Parents or carers of any pupil already identified as having specific difficulties are requested to submit the relevant reports before the admission assessments
- Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance to allow for consultations. The school has an Accessibility Policy and committee which is chaired by the Head of Learning Support

External agencies

- External support services provide school with additional help in identifying, assessing and making provision for pupils with additional learning needs. These include dyslexia, dyspraxia, visual impairment, hearing impairment, non-verbal learning difficulties, auditory processing difficulties, speech and language needs including pragmatic language difficulties and social communication and emotional needs, including ASD and ADHD
- In addition, advice and liaison is sought with Speech and Language Therapy services, Occupational Therapy services and Physiotherapy services as well as close internal links with the School's own registered nurses and the School paediatrician
- St Faith's provides, as part of our whole school policy, differentiated teacher support and additional support in class from teaching assistants and in small groups. Thereafter the Head of Learning Support is responsible for the provision and monitoring of additional support for children from Foundation to Year 8
- Children identified for support are put on SIMS under SEN Support or Education, Health, Care Plan (EHC) plan and their Special Educational Needs are identified as being part of one or more of the following categories:
 - I. Communication and Interaction
 - II. Cognition and Learning
 - III. Social, mental and emotional health
 - IV. Sensory and /or physical.

Pre-Prep, including the Early Years Foundation Stage.

Pupils in the Pre-Prep identified by their teachers as not making adequate progress may be referred to the Pre-Prep Learning Support Coordinator via the School Referral Form which should be completed and initially discussed with the Head of the Pre-Prep. The Pre-Prep Learning Support Coordinator may then observe or assess the pupil to determine if additional support is required. Initially a child may be recommended for additional provision in the classroom or small group, or if necessary an individual programme may be run for them. A pupil having individual support in School would be placed on the Support List at SEND. If a child's identified needs are beyond the School's own resources additional advice may be requested from one of the School's external agencies. The School would then act on the advice from this agency and carry out recommendations in School where practical and in the best interests of the child. In all proceedings, the Pre-Prep Learning Support Coordinator liaises with the parents or carers at the outset of concerns being raised and through any subsequent interventions. The Head of Learning Support is alerted to all cases referred to the Pre-Prep Learning Support Coordinator.

Years 3-8

Pupils in Years 3-8 will be supported using the following model:

Wave 1

- Quality first teaching : classroom differentiation will allow access to the curriculum

- Regular tests in Years 3 and 4 (and higher years as needed) will identify approximately the lowest 25% for Wave 2 support

Wave 2

- Approximately lowest 25% of Year group
- Small groups for spelling, reading, writing and maths as needed, will be run by the Year 3 and 4 group Teaching Assistants or occasionally the Learning Support Department. In Years 5-8 where there are no Teaching Assistants, small intervention groups will be run, on request, by the Learning Support Department and monitored by the class teachers; some children may also have some short term 1-1 intervention in the Learning Support Department.
- Observation by TAs and LS teachers will identify pupils unable to respond well within the small group and children observed as approximately the lowest 25% of small group will usually be put forward for Wave 3 assessment.

Wave 3

- Approximately the lowest 5% of Year group
- Pupils will be screened by LS department for the following possible learning barriers:
 - Auditory processing,
 - Tracking / visual,
 - Language disorder, including social communication needs
 - Specific Learning Difficulties
 - Specific difficulty with Maths
 - Specific difficulty with motor skills
 - Attention difficulties
- Pupils may be referred as needed to: School nurse, Optometrist, S<, Ed Ps, GP, Paediatrician or OT/ PT for full assessment or diagnosis as necessary
- Any recommendations from outside agencies will inform individual LS programmes and are fed back to small group teachers and class teachers as appropriate.
- The LS Dept may provide 1:1 in School for up to 2 sessions/ week

Children working in Wave 3 will have a Teaching and/ or full Support Plan created to outline their difficulties to provide strategies for support.

Children who have an official diagnosis of a Special Educational Need will be identified on SIMS as SEN Support or EHCP and will have a full Support Plan. These children may or may not receive individual teaching support at Wave 3. Those children who have a diagnosis and receive individual teaching support, will also have a Teaching Plan. The plan is available to all staff who work directly with the child and is attached to the child's SEN profile on SIMS. The Head of LS retains a copy of all plans.

Wave 4

- Refers to children who have come to the end of their LS programme
- Progress will be monitored as per the normal monitoring procedure by class teachers and further support can be requested if necessary at any point.

Monitoring

- All children, including those in small groups at Wave 2, are monitored in class according to the Assessment and Monitoring Policy
- The progress of children who have individual support at Wave 3 is monitored through initial assessment and assessment thereafter in November and June whilst the pupil is receiving Learning Support
- This information is recorded by the LS teaching staff and monitored by the Head of LS
- The Support Plans for children who have a diagnosis of a Special Educational Need from an external professional, but do not receive individual teaching from The LS Dept will be reviewed annually or when the child has an external professional review
- The Head of LS alerts all relevant teaching staff and teaching assistants to the information on SIMS at the start of each term, which highlights children with any significant academic, physical or social and emotional difficulties. The Head of LS also discusses these children with all relevant staff during the whole school INSET at the start of each academic year
- The Head of LS and Pre-Prep Learning Support Coordinator meet weekly meeting with the Head of Pre-Prep to discuss Individual Needs in the Pre-Prep
- The Head of LS meets weekly with the Deputy Head Academic
- The Head of LS meets half termly with the Year 3 and 4 Lead Teachers to discuss pupils with Individual Needs in Year 3 and 4
- Children with Individual Needs in Years 5-8 may be discussed in the Weekly Individual Concerns Meeting as necessary
- Teaching staff are expected to demonstrate their knowledge of, and provision for, children with individual needs as part of The Teaching in Partnership programme, and evidence of provision may also be expected in books as relevant
- Parents will be informed if their child is being supported at Wave 3 and invited to meet with the LS teaching staff each term according to the consultation schedule and may request an additional consultation at any time during the term
- Class lists for cover should include indications of particular strength or weakness and any individual needs

EHC Plans

Occasionally children present with needs which are considered substantially additional or different to the needs of their peers and are deemed to making continuous inadequate progress despite consistent support in school. Following full consultation with relevant external professionals and parents, they may then be considered for an Education, Health and Care plan (EHCP). The formal assessment procedures for an EHCP will be started by the Head Of Learning Support in conjunction with the parents and other Specialist Services following the legal assessment procedures in the county in which the pupil resides.

Details of these arrangements are available from the Head of Learning Support at the school.