



Saint Martin's

The Learning Support Policy

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This policy applies to Saint Martin's School ("the School") which includes the EYFS setting. It has regard to the following -

- Keeping Children Safe in Education (September 2018)
- Children and Families Act 2014
- SEND Code of Practice, 0-25 years 2014 ("SEND Code")
- The Equality Act 2010

1 Introduction

Learning support within the School is based on the recommendations in the SEND Code, which sets clear expectations on schools to deliver a whole school approach to SEND, with good quality teaching as a first response and a clear focus on outcomes.

The principles of the SEND Code take into account the views of pupils and their families, ensures a joint collaborative approach among professionals in education, health and social care. It focuses on inclusive practices and the removal of barriers to learning, and prepares young people for adulthood. It takes a holistic approach to supporting the young person.

2 Definitions

According to the SEND Code, a child has special educational needs if they have learning difficulties that call for special educational provision to be made. A child has learning difficulties if they:

- have a significantly greater difficulty in learning than the majority of pupils of the same age
- have a disability which prevents or hinders the child from making the use of educational facilities at school
- are under compulsory school age, is likely to fall within the definition above when they reach compulsory school age of the above or would do so if special educational provision was not made for that child.

The SEND Code sets out the four areas of SEN as

- Communicating and Interacting
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs

This could include: Specific Learning Difficulties (SpLD) such as Dyslexia, Dyspraxia, Dyscalculia; Autistic Spectrum Disorder (ASD) and Asperger's Syndrome, Attention Deficit Disorder (ADD); Speech, Language and Communication needs (SLCN); Sensory Processing Difficulties; Sensory Impairment; Emotional, Social and Behavioural needs.

3 SEND Aims of the School

- to identify and support pupils with specific educational needs through a whole school approach, whilst working in partnership with parents and any other relevant outside agencies
- to ensure that all pupils have access to a broad and balanced curriculum
- to ensure that pupils with SEND have the opportunity to take a full part in all school activities

- to ensure that parents and carers of pupils with SEND are kept informed of their child's progress and attainment
- to actively reduce barriers to achievement.

The School will assess each pupil as required and make appropriate provision based upon their identified needs.

4 Special Educational Provision

This is provision which is additional to or different from that made generally for pupils of the same age.

When a pupil has been identified as having SEND, they will be placed on the Learning Support Register which is shared with teachers. The SENCo has a responsibility to ensure that all teachers have an awareness of a child's needs so that appropriate provision can be embedded at a classroom level in order to remove barriers to learning. Provision may also include targeted additional learning support lessons provided by a specialist Learning Support Teacher (LST).

The Learning Support Register is reviewed termly by the SENCo and the Extended Leadership Team to ensure that provision is flexible and appropriate to pupils' needs.

5 Roles and Responsibilities

The School has a Special Educational Needs Coordinator (SENCo) who is also Head of Learning Support and two specialist part-time Learning Support Teachers. Learning Support provision is across the whole school from EYFS to Sixth Form.

The SENCo will:

- oversee the day to day operation of this policy
- co-ordinate provision of pupils with SEND
- keep an up to date register of pupils with SEND
- attend pastoral meetings as appropriate
- maintain effective records such as pupil profiles, appropriate targets and review of progress
- liaise with external agencies
- liaise with parents
- manage the work of the LSTs
- provide assessments to identify pupils with SEND
- ensure that all pupils have access to a broad and balanced curriculum
- help provide a differentiated curriculum appropriate to the individual's needs and abilities
- ensure that parents and carers of pupils with SEND are kept informed of their child's progress and attainment
- actively reduce barriers to achievement
- give advice to colleagues and liaise between Alice House, Junior, Senior School and Sixth Form particularly over transition
- keep up to date with changes in legislation and policy,
- support or train new staff as required
- support and train staff
- identify, purchase and maintain appropriate resources
- meet regularly with the Senior Leadership Team (SLT)

- broaden their professional development and that of their team
- liaise with the SEND Governor
- provide an annual report to Governors to include the number of girls on SEND register (by year group/ school grouping), outcomes (quantitative data and qualitative evidence of the girls' attainment / progress) and any major achievements/ successes/ highlights of the department for academic year
- maintain records and provide support for pupils who have EAL
- provide the relevant evidence for access arrangements in school and public examinations in meeting JCQ regulations
- provide ISI inspectors with particulars of the educational and welfare provision for pupils with statements or an Education Health Care Plan (EHC Plan) and for pupils for whom English is an additional language and provide any SEN annual reviews and reviews of any EHC Plans
- ensure data analysis on attainment and tracking is carried out on SEND and EAL pupils

Staff will:

- be responsible and accountable for the progress of the pupils in their classes
- actively access information about pupils with SEND
- embed high quality, differentiated teaching into lessons as the first step in responding to pupils' needs
- follow the School referral systems for pupil concerns
- liaise with the SENCo and relevant Key Learning Support Teacher (KLST)
- note that the SEND Code makes it clear that 'all teachers are teachers of pupils with special educational needs'
- receive training as appropriate from the Head of Learning Support.

Role of Parents

The School works closely with parents to support their child who have much to contribute in the support of pupils with SEND.

If a parent believes that their child may have a learning need, they should contact the form teacher in the first instance who may refer on to the SENCo if deemed appropriate.

In some circumstances, the School will recommend a referral to an external professional, such as an educational psychologist, speech and language therapist or occupational therapist. **Any decision to involve outside agencies must involve the school.** However, it will be the responsibility of the parent to make the referral. The SENCo will liaise with parents in order to facilitate a 'team around the child' approach by working closely with the appropriate outside agency in order to embed specialist recommendations.

The School will ensure that there is regular communication regarding the pupil's progress and this takes the form of SEND review meetings, progress evenings and written reports.

The Governing Body has due regard to the SEND Code when carrying out its duties. The Head of Learning Support will report to the Governing Body regularly to keep them updated.

The Governing Body will support the staff to carry out their responsibilities and ensure that the School has a Learning Support Policy which is reviewed annually. There is a Governor responsible for SEND who carries out an annual review of SEND with the SENCo.

6 Reasonable Adjustments

The School is committed to treating its pupils and prospective pupils fairly. According to the Equality Act 2010, the School must take reasonable steps to ensure that disabled pupils and prospective pupils are not put at a substantial disadvantage by comparison with pupils and prospective pupils who are not disabled.

The School recognises that every child is unique. This policy does not therefore seek to cater for every situation. It is intended as a general statement of our policy which sets out the principles underlying our approach to making **reasonable adjustments** for disabled pupils and prospective pupils and some of the factors the School may take into account when considering requests for adjustments.

The School has an Accessibility Plan which is reviewed annually.

When does the duty arise?

The School has a duty to make reasonable adjustments for pupils and prospective pupils who are disabled under the Equality Act 2010 if it is considered they may be put at a substantial disadvantage compared with pupils and prospective pupils who do not have disabilities.

According to the Equality Act 2010, a pupil or applicant is disabled if she suffers from a physical or mental impairment that has a substantial and long term adverse effect on her ability to carry out normal day-to-day activities. In most cases, a disability will have lasted or be likely to last for 12 months or more.

What is the scope of the duty?

The School seeks to ensure that disabled pupils and prospective pupils are not put at a substantial disadvantage by making reasonable adjustments. For example, this may include:

- providing specialist equipment such as writing slopes; coloured overlays
- exam access arrangements such as extra time, use of a lap top (provided the pupil meets JCQ criteria)
- differentiated resources within lessons.

What is not covered?

- the School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils
- the School does not offer named additional adult 1:1 support
- the School is allowed by law to apply an entry test and does so as part of its admissions process. If necessary, the School makes reasonable adjustments for disabled prospective pupils sitting the entry test for example, use of a lap top rather than by hand or providing additional time. However, the pass mark for the test is not altered as this would not be a reasonable adjustment.

How will the School decide whether an adjustment is 'reasonable'?

When considering whether it would be reasonable to make the adjustment, the School may consider the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering
- the practicability of the adjustment

- the effect of the disability on the pupil or prospective pupil
- the cost of the proposed adjustment
- whether it will be provided under a EHC Plan from the Local Authority
- the School's resources
- health and safety requirements
- the need to maintain academic and pastoral standards
- the interests of other pupils (and prospective pupils).

7 Identification, Assessment and Provision

The School believes that early identification of needs is essential. However, some pupils, upon joining the School, may have already had their needs assessed and identified. For other pupils, the Learning Support team will use appropriate screening and assessment tools to identify those pupils with specific needs.

EYFS/Alice House /Junior School

If a parent has a concern, they should contact the form teacher in the first instance who will meet with parents and refer to the SENCo if deemed appropriate. If a form teacher has a concern, they will contact the SENCo following the Learning Support referral procedures.

Following a referral from parents and/or form teacher, the SENCo will then gather further evidence. This may involve the following actions:

- collating feedback from the form teacher
- lesson observations
- work scrutiny
- gathering data such as INCAS
- teacher assessments feedback
- listening to parent and pupil concerns
- administering further screening /assessment in consultation with parents;
- for more complex level of needs, the SENCo may recommend a specialised assessment from an outside agency such as an educational psychologist, occupational therapist; speech and language therapist; paediatric specialist, visual or hearing impairment staff.

The results of these findings provide the basis for the pupil profile. The pupil will be placed on the Learning Support Register and an Individual Education Plan (IEP) will be formulated between the KLST and the form teacher. This will identify the appropriate level of support needed for the individual child by setting specific and measurable targets and embedding appropriate intervention. The IEP will be shared with parents and reviewed termly.

Learning support provision will be embedded at a classroom level through teacher differentiation in order to remove barriers to learning. The KLST will liaise with the form teacher to offer further support and guidance regarding strategies and additional resources. Most pupils on the Learning Support Register will also receive targeted provision through learning support intervention lessons delivered by the KLST.

For those pupils with more complex needs, provision may also include intervention sessions by an outside agency. This provision will be parent funded and will involve close liaison between parents, SENCo and form teacher in order to ensure a 'team around the child' approach to learning support provision.

Senior School / Sixth Form

If a parent has a concern, they should contact the form teacher or subject teacher in the first instance who will discuss the concern with parents and refer to the SENCo if deemed appropriate. If a subject teacher has a concern, they will contact the SENCo following the Learning Support referral procedures.

The SENCo will then gather further evidence which may involve the following actions:

- detailed referral feedback from other subject teachers
- liaison with Form Teacher, Head of Year 7-11 / Head of Sixth Form, Deputy Heads
- evidence gathering based upon pupil progress, expectations of progress and appropriate data where available. This will include high quality and accurate formative assessment
- listening to parent and pupil concerns
- standardised assessment results such as MIDYIS, YELLIS, ALIS
- screening software such as LASS or Lucid
- administering standardised assessments using appropriate assessment tools
- full assessments completed by an appropriately qualified specialist teacher or educational psychologist that takes account of a pupil's strengths, weaknesses and makes specific recommendations for support.

Where a learning need is identified, the pupil will be entered onto the Learning Support Register and appropriate provision will be decided depending on the level of need. This will identify strengths and learning needs and will be shared with all teaching staff. Learning Support will involve embedded provision (at a classroom level through teacher differentiation) and may also include targeted provision through intervention lessons by a KLST. The KLST will maintain close liaison with appropriate staff to ensure clear focus and target setting as well as guidance for strategies and additional resources.

The SENCo reviews the need of all pupils diagnosed with SEND to ensure relevant Access Arrangements are in place and evidence is available for JCQ inspections. The SENCo will liaise with the Exams Officer to ensure relevant Access Arrangements are put in to practice. Generally, there is no charge for this service but if the arrangements mean that 1:1 invigilation is necessary in a separate room, a fee is paid by the parents for that arrangement.

8 Monitoring and Progress

Progress in school is monitored by a range of methods:

- informal feedback from staff
- monitoring of targets / IEPs (either set by the subject teacher or the learning support teacher)
- listening to the views of parents
- listening and consulting with the views of pupils when setting targets and reviewing progress
- tracking and reviewing target grades and attainment grades regularly
- data tracking using INCAs, MIDYIS, YELLIS, ALIS
- end of year exam results
- liaising with key staff in pastoral meetings
- formal assessment of reading and spelling skills using standardised tests where appropriate
- observations of pupils within the classroom environment by the SENCo

- work scrutiny and reviewing pupil's work (working with key departments or year groups, with a specific focus for the work scrutiny).

Progress is reported to parents of SEND pupils through usual school reporting systems plus review meetings.

9 Education Health Care Plan

If a pupil continues to have significant difficulties and the School has taken relevant and purposeful action to meet the needs of the young person, parents or the School can request an EHC Plan needs assessment with the Local Authority. Parents are fully supported at every stage of this process.

10 Pupils with English as an Additional Language (EAL)

The School recognises that EAL is not a specific learning need. However, the Learning Support department will work alongside the English department to offer support and guidance and will contribute towards the identification of pupils with more complex EAL needs. On admission, parents are asked whether their children predominantly speak another language at home and the first language they acquired. A list of pupils is kept whose home language is not English and the language is recorded.

An EAL pupil may qualify for exam Access Arrangements and the SENCo is responsible for this.

The School will support all pupils whose first language is not English with an aim to ensure that they can access all areas of the curriculum. Fluency in English should be achieved as quickly as possible and the School recognises that some EAL pupils speak English fluently. The SENCo will assess if an EAL pupil is sufficiently fluent to access the curriculum without additional support. The SENCo may advise that a tutor is necessary which will be arranged by the parent's expense at their own expense.

If additional support is necessary, the School will

- support pupils in specific subjects. The SENCo will support subject teachers and liaise with the English department as necessary
- apply for Access Arrangements if necessary
- improve the general range and accuracy of English
- raise staff awareness.

11 Working in Partnership with Parents

The SENCo, in liaison with other appropriate staff, will arrange regular review meetings to share the progress of SEND pupils with parents. The meetings will be arranged half termly; termly; or annually dependent on the need of the pupil.

EYFS, Alice House and Junior School

The KLST and the form teacher will meet parents to discuss their child's progress, the IEP targets and any further concerns. If the child has complex needs and outside professionals are involved, the SENCo will also attend the review meeting. On occasions the outside agency may also attend review meetings in order to discuss their recommendations and next steps.

Senior School / Sixth Form

The SENCo and usually the KLST will attend Progress Evenings and 'meet the form tutor' events to meet parents to review progress and learning support provision. Additional review meetings will be arranged for those pupils with more complex needs.

12 Useful Support Organisations

British Dyslexia Association (www.bdadyslexia.org.uk)
Dyslexia Action (www.dyslexiaaction.org.uk)
Dyspraxia Foundation (www.dyspraxiafoundation.org.uk)

13 Pupil Participation

The SEND Code recognises that schools should show sensitivity, honesty and mutual respect when encouraging pupils to share their concerns. The ways in which pupils are encouraged to do this should reflect the pupil's evolving maturity. Pupils are actively encouraged to be independent learners and to reflect on how they manage their learning in the classroom.

Head Teacher; Nicola Smillie

Signature: _____ **Date:** _____

Chair of the Governing Body; Carol McNidder

Signature: _____ **Date:** _____