



# Shebbear College

## **LEARNING SUPPORT POLICY**

### **Whole School Policy from EYFS to Sixth Form**

**Last Reviewed: 15<sup>th</sup> November 2018 by Governing Body**

**Next Review Date: November 2019 by Governing Body**

### **Policy Review at Shebbear College**

The Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. Governors undertake a regular review to satisfy themselves that the implementation of this policy is effective. A member of the governing body has specific responsibility for the oversight of Learning Support provision and reports back to them on this issue.

### **Introduction**

Shebbear College provides a broad and balanced curriculum for all children. At Shebbear College we are committed to offering an inclusive and differentiated curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

Although not bound to follow, except in specific areas (EYFS and support of pupils with statements and EHC plans), Shebbear College aims to follow the guidance of the SEND Code of practice 2015 and to help inform parents of the 'Local Offer' to all parents from the local authority.

Pupils are accepted with an EHC plan (Education, Health and Care plan)/statement of Special Educational Needs providing they can access the curriculum with differentiation in place. These pupils are often provided with extra funding by the LA which the school will use to support the child. The EHC plan/statement will be reviewed annually in order to ensure that the stated objectives and provision are effective and relevant to the pupil. All children with EHC plans/statements of special educational needs will have short-term targets set for

them that have been established after consultation with parents, and those attending the annual review, which include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part, and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

All EHC plans/statements must be reviewed at least annually with the parents; the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHC plan/statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. At the transition review in Year 9, a representative from Careers South West attends the review meeting.

At Shebbear College the pupils who attend Learning Support (LS) follow the normal, mainstream timetable but are withdrawn from certain subjects in order to attend specialist lessons. In the Senior School they are withdrawn from Modern Foreign Languages. In the Prep School pupils are withdrawn from class lessons. This may be done on an individual or small group basis. This decision is left to the discretion of the LS teacher in consultation with the class teacher.

It is essential that the Learning Support Policy should be appropriate to the particular needs of pupils who have been diagnosed with special educational needs (SEN) and learning difficulties or disabilities (LDD). It is the aim of the policy to define how, through screening, assessment and, where necessary, intervention by Learning Support, all pupils can be helped to achieve their full academic potential and to be confident, well-motivated, and enthusiastic independent learners.

The College has a responsibility to provide for the specific needs of pupils and to enable them to participate fully in all areas of learning. Each teacher has a duty to meet this responsibly, drawing on the support of Learning Support Department where appropriate.

The College monitors and evaluates the impact of interventions on the progress made by pupils with special educational needs (SEN) and learning difficulties or disabilities (LDD). The College considers what further, additional or different provision might be provided where progress remains unsatisfactory.

Evaluating the effectiveness of provision is managed through:

- The views of all stakeholders
- Annual Reviews
- Testing
- Tracking data and review of targets
- Multi Agency meetings

### **Relevant Definitions**

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

'Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age' (Section 156 Education Act).

Children have a learning difficulty if they:

- a) 'have a significantly greater difficulty in learning than the majority of children of the same age'
- b) 'have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area'
- c) 'are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.'

### **Objectives of Special Educational Needs Provision**

These objectives are written down in conjunction with the aims and objectives of the school and with due regard to the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015)

- To encourage the whole school community to demonstrate a positive attitude towards SEN.
- To ensure that no pupil is discriminated against on the basis of his/her disability
- To help every pupil realise his or her potential and optimise their self-esteem by ensuring that all pupils, whether or not they have SEN, have access to a broad, balanced and relevant curriculum which is differentiated to their individual needs.
- To ensure early identification, assessment and provision for any pupil who may have special educational needs (SEN) and learning difficulties or disabilities (LDD).
- To provide different levels of intervention to match the pupil's level of needs.
- To allow all staff to play a part in identifying SEN and LDD pupils and to take responsibility for recognising and addressing their individual needs.
- To make relevant information available to staff in support of their curriculum planning regarding pupils' learning difficulties and disabilities, including IEPs for the pupils with a statement..
- To provide a regular INSET programme to Learning Support staff and mainstream teaching staff.
- To maintain relevant pupil records detailing their individual needs, the interventions being put in place and progress being made.
- To conduct regular reviews and monitor and evaluate progress, including annual reviews of pupils with an EHC plan/statement of Special Educational Needs.
- To consider what further additional or different provisions might be made where progress remains unsatisfactory
- To work in partnership with the pupil's parents, ensuring effective communication between home and school, and writing reports on progress.
- To involve the pupil in decision making about the type of intervention and course of action, to be included in his/her ITP/IEP.
- To encourage and support staff in recognising their roles and responsibilities regarding pupils with additional needs
- To provide support and/or guidance for staff so that the pupil's needs can be met in the mainstream classroom.
- To develop strong links with the school's governing body and so involve them in the development and monitoring of the special needs provision in the school.

- To develop and sustain strong links with relevant schools, organisations and outside agencies.

### **Identification and Assessment of special educational needs**

The school is committed to early identification of special educational needs and informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

Pupils undergo baseline assessment on entry, the results of which can be used to identify the likelihood of SEN or LDD. Pupils identified as 'at risk' receive follow up testing and are placed on the register of Learning Support Pupils, following consultation with parents.

A range of evidence is collected through an annual assessment and monitoring in the classroom. Also, if a pupil is not making the expected progress, the subject teacher is required to inform the Head of Learning Support. Anomalies are noted in Midys and Yellis testing and further investigation is made. In order to decide whether additional and/or other provision is necessary further assessments are carried out. Then in consultation with the Headmaster (HM), Head of Learning Support, the parents, and tutor, a decision is made as to the level of provision.

Arrangements for a Learning Support Assistant are made between the Head of LS, the Headmaster (HM), and parents, including the acceptance of an additional charge.

Arrangements for a pupil to be withdrawn from MFL lessons and to receive Learning support instead requires consultation with HM, learning support staff, tutor and parents, pupils are then withdrawn from MFL lessons, in order to receive specialist support.

Learning support may be in the form of in-class support with a LSA, LS lessons (all withdrawn MFL pupils from the same year group together) or the option to forgo an activity session once a week. In addition, some pupils are placed 'On Watch'

Where appropriate and after consultation with parents and staff, support is offered in examinations, in the form of access arrangements e.g. reader, scribe or extra time. Evidence is collected from annual assessments, from recent Educational Psychologist recommendations in addition to Learning Support dept. recommendations.

In some cases, an alternative means of identifying needs in addition to existing methods is through the CAF (Common Assessment Framework), for which the person responsible will be the DSL responsible for Child Protection in the school.

Records of identification, assessment, provision and teaching recommendations are held on the staff website in the LS folder.

### **Arrangements for Learning Support Lessons**

Learning support is offered to pupils in from years 2-13 wherever there is a concern about a pupil's ability to cope with the demands of the curriculum.

- Prep school pupils are withdrawn from lessons as required; there is no additional charge for this. Support is also given in class when necessary, and there may be a charge for an individual Learning Support assistant.

- Year 7-11 being withdrawn from MFL if appropriate to the level of learning support required. Teaching is in year groups and consists of five one hour lessons fortnightly. There is no additional charge for this.
- Years 12-13 on a drop in basis during free periods of study.

The main objectives of these lessons are:

- To provide the best possible educational and pastoral support for pupils with SEN.
- To identify a pupil's preferred learning style with relevance to independent and class learning.
- To encourage pupils to become independent learners.
- To develop skills and strategies in reading, writing, spelling, language and communication, listening, numeracy, study skills and personal organisation to access fully the curriculum.
- To provide a secure base to enhance self-esteem and independence so that pupils with SEN can approach their schoolwork and prep with growing confidence.
- To provide qualified, specialist staff who will work at the pace, style and level appropriate to the individual pupil, based on the results of diagnostic tests, continuous assessment, teacher consultation and parent input.
- To set short-term targets, based on the Individual Education Plan (IEP), which is reviewed twice a year, and the Individual Teaching Plan updated every term.
- To identify teaching strategies which are then recommended to subject teachers.
- Learning support lessons take place during the school day. Withdrawal is from MFL lessons or activity sessions.

## **Responsibilities**

### **The Registrar**

- To collect information from the parents of the prospective and new pupils with regard to Special Educational Needs and alert the Headmaster (HM), the Deputy Head (DHM) and the Head of Learning Support (Head of LS). If the pupil is of Prep School age the Head of Prep School and Learning Support teacher should be informed.
- To consult with the Head of LS regarding new pupils.

### **Deputy Head**

- To ensure in consultation with the Head of LS that appropriate arrangements, if required are made for entrance exams for those with SEN.
- To consult with the Head of LS regarding consultations with parents as appropriate.

### **Head of Learning Support**

- The SENCO looks after the day to day management of all issues relating to SEN and is supported by the Deputy Head (Academic).
- To oversee the screening of all children new to the school in order to identify those with possible SEN.
- To ensure that pupils with SEN are recorded on the SEN register in both senior and junior school.
- To review the progress of SEN pupils.
- To consult in the first instance with the DHM concerning pupil referrals.
- To create and implement Individual Educational Plans for pupils who have an EHC plan/statement of Special Educational Needs and Individual Teaching Plans for all pupils receiving learning support.
- To provide information as to the nature of the difficulty and where necessary, information and learning strategies for individual pupils.
- To ensure that appropriate arrangements are made and in place for those pupils entitled to concessions for public examinations.
- To oversee the work of the Learning Support Teacher in the Prep School and ensure that relevant records are kept and maintained.
- To lead and organise a team of classroom and learning support assistants as appropriate.
- To organise appropriate Learning Support lessons for those who require such extra help.
- To offer new opportunities and strategies to pupils who have experienced difficulties in the classroom, taking into account their varied life experiences and needs.
- To provide relevant inset to staff on strategies that can be employed in the classroom to help those with SEN to make progress
- To keep an open line of two way communication between parents.

### **Learning Support Teacher (Prep School)**

- To work under the day to day direction of the Prep School Head and work with the Head of Learning Support in providing appropriate support to pupils.
- To oversee the screening of all children new to the junior school in order to identify those with possible SEN.
- To ensure that pupils with SEN are recorded on the SEN register and that each Prep School teacher (years 3 to 6) has a copy.
- To create individual targets for each pupil receiving learning support and to review these targets termly.
- Make sure that each Prep School teacher (years 3 to 6) has a copy to refer to.
- To create Individual Education Plans where considered appropriate in consultation with class teacher and Head of Junior School.
- To involve parents with the IEP's. Send copies home.
- To review IEP's twice a year.
- To carry out testing in reading, spelling and mathematics for years 3 to 6 twice a year and carry out Incas computerised testing once a year.
- To carry out Quest testing for year 2 pupils during the summer term.
- To offer and carry out more detailed screening for SPLD.

- To provide information as to the nature of the difficulty and where necessary, information and learning strategies for individual pupils.
- To organise appropriate Learning Support lessons for those who require such extra help.
- To work in partnership with parents to enhance pupils' learning including parent teacher meetings and other meetings where appropriate.
- To be available to staff for discussion and advice about SEN concerns and issues.

### **Head of EYFS**

- To ensure SEN practice in the Kindergarten is in line with the requirements laid down by the SEND code of practice 2015.

### **Heads of Department**

- To ensure that issues regarding SEN are a standing item on departmental agendas
- To ensure that pupils with SEN experience differentiated work as appropriate
- To oversee that all teachers in the department are aware of the SEN pupils
- To make the Head of LS aware of any pupil who appears not to be making the expected progress and of the strategies being adopted in the department to address the problem.

### **Form Tutor**

- To use feedback from subject teachers to monitor progress and inform consultation with Heads of School whenever there are concerns
- To be pro-active in encouraging the progress of pupils for whom they have a pastoral responsibility.
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### **Learning Support Assistants**

- To develop and maintain a good rapport with pupils, and maintain sound professional relationships with colleagues.
- To develop an understanding of the specific needs of the pupil being supported and to assist them to learn as effectively as possible both in group situations and on his or her own.

### **Subject Teachers**

- To familiarise themselves with the information in the LS folder on 'Staff' (or the hard copy in the staffroom).
- To ensure they have identified the pupils with SEN in their lesson planner.
- To show an awareness of the strengths, learning styles and developmental needs of individual pupils.
- To ensure that differentiation is used and that IEPs are followed as advised on LS on 'Staff' or in the LS folder in the staffroom.
- To discuss with the Head of LS any difficulties or concerns that they have with pupils who are not making the expected progress

- To set work and prep appropriate to the SEN of the pupil and to mark work in an appropriate manner.

### **Deputy Head (Pastoral)**

- To ensure that issues regarding SEN arising in pastoral meeting are discussed with the Head of LS
- To ensure that Heads of School and Heads of Boarding Houses monitor the progress of pupils with SEN from a pastoral perspective
- To attend the Annual Reviews of pupils with EHC plans/statements of Special Educational Needs as and when necessary.
- To liaise with the Head of LS over pastoral matters involving those pupils with SEN.

### **Heads of School and Heads of Boarding Houses**

- To collect information from tutors and boarding staff regarding concerns about pupils within their pastoral remit which might suggest SEN
- To advise tutors of strategies to support the progress of pupils with SEN, from a pastoral perspective.
- To refer to the Head of LS pupils who are giving cause for concern.

### **Headmaster**

Generally the Headteacher has a responsibility for:

- the day-to-day management of SEN provision and the confidentiality of SEN provision and systems
- keeping the Governing body fully informed of all relevant SEN issues.
- working with the School's SENCO to assimilate information from and liaise with outside agencies and support services.

### **Governor responsible for SEN**

- To evaluate the success of the education provided to pupils with SEN