



LEARNING SUPPORT POLICY (SECONDARY)

Introduction: Principles and Aims of Learning Support

Learning support from the teaching staff at GES Secondary exists to ensure that all pupils at the school fulfil their academic potential, whether they are our most gifted, or need extra support, and whether or not they have a specific learning difficulty or disability.

GES Secondary aims to offer educational inclusion to all pupils accepted into the School, whatever their ability or need. We have high expectations of all pupils and aim to achieve this through the removal of barriers to learning and participation. All pupils should feel that they are a valued part of the school community.

The majority of pupils who arrive at GES Secondary with existing formal identification (diagnosis) have one of 'mild' specific learning difficulties: subject teachers will be able to meet these individual needs within the classroom through high quality teaching. Some pupils may, however, may require some extra support outside of the classroom to boost them and set them back on track to reach their full potential within lessons.

Specific objectives for the provision of learning support in this policy are:

- Identify, assess and plan provision to meet individual learning needs and well-being of pupils experiencing difficulties in their learning;
- Monitor, record and report on progress of pupils with learning difficulties;
- Coordinate the efficient use of resources and support the efforts of staff to meet more effectively the needs of pupils with learning difficulties;
- Promote access to a balanced and broadly based curriculum, including the National Curriculum;
- Develop opportunities for partnership with parents to support pupils with SEND to make a successful transition into becoming an adult and into higher education;
- Establish effective working arrangements with appropriate external agencies, experts and the wider community.

References

This policy has been drawn up with reference to legislation detailed in the Equality Act 2010, Part 3 of the Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets) Regulations 2014, and the Order setting out transitional arrangements. This legislation covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.

We also refer to: statutory guidance contained in the 2015 SEND Code of Practice: 0 to 25 years; the Joint Council for Qualifications' Adjustments for Candidates with Disabilities and Learning Difficulties, Access Arrangements and Reasonable Adjustments; the Standards for British schools overseas (November 2016); the Commentary on the BSO Standards by the Independent Schools Inspectorate (ISI), and our own Admissions; Curriculum, Learning and Teaching; and Safeguarding and Child Protection policies.

Roles and Responsibilities

Governors

- The governing body has identified a governor to have specific oversight of the School's provision for pupils with special educational needs and disabilities (Nigel Archdale). The SEND governor ensures that all governors are aware of the School's provision, including the deployment of funding, equipment and personnel.

Head and Assistant Head

- To apply a whole-school approach to meet individual pupil needs with reference to both the guidelines provided by the SEN and Disability Code of Practice, 0-25 years, January 2015 [SEND Code 2015], Children and Families Act 2014 and the Equality Act 2010;
- To ensure that no pupil is discriminated against in any area of school life on the basis of their disability needs or learning difficulties;
- To ensure that there is support for teachers to meet the learning needs of these pupils and that appropriate resources and INSET are available;
- To keep abreast of legislation and statutory guidance, and to ensure that GES Secondary provision and policies are up to date.

Assistant Head

- To oversee the day-to-day operation of the School's Learning Support Policy;
- To liaise with and advise colleagues;
- To co-ordinate provision by external consultants for pupils with SEND;
- To review and maintain the records (provision maps and IEPs) of all pupils with SEND;
- To recommend to parents where appropriate further formal assessment of their child, e.g. full diagnostic assessments (formal identification) conducted by external assessors who have an established relationship with the School, particularly in the case where a pupil has not previously undergone formal diagnostic assessment. A list of recommended assessors is available;
- To liaise with external agencies.

Examinations Officer

- To oversee public exam access arrangements and reasonable adjustments according to the needs of a pupil, whilst adhering to Joint Council for Qualifications regulations.

Heads of Department:

- To provide guidance to subject teachers where the teacher has concerns about a pupil's lack of progress;
- To assess with the teacher the areas of concern and what measures should be implemented to help meet a pupil's individual learning needs;

- To read the records (provision maps and Individual Educational Plans) of all pupils with SEND;
- To raise concerns with a pupil's tutor where a pupil is not making expected progress.

Tutors:

- To review and update the IEPs and provision maps of pupils in consultation with teachers;
- To liaise with HoDs/subject teachers about pupils in their tutor group who are not making expected progress in one or more subjects and to make enquiries with other subject teachers to find out whether the pupil is having a similar pattern of difficulty in other subjects;
- To contact the Assistant Head with information about the nature of their tutee's difficulties and some context on the measures that subject teachers and HoDs have already taken to support the tutee, forwarding communications about a pupil to the Assistant Head;
- To keep parents informed of measures that have been taken by teachers/HoDs and any measures planned for the future;

Teachers:

- To familiarise themselves with the individual learning needs of pupils by reading provision maps and IEPs;
- To record briefly, in mark books, pupils with learning support needs/SEND in each class;
- To discuss a pupil's needs with the Assistant Head and pupil's tutor where they require further guidance;
- To monitor the progress of pupils with SEND and to adapt teaching methods where reasonable and practical to help a pupil to be able to reach their full potential in the subject;
- To observe where a pupil not previously formally identified with a learning difficulty or disability is not making expected progress, and to adapt teaching to try and support the pupil to make expected progress;
- If the measures implemented do not result in the pupil making expected progress, to contact the pupil's tutor in order to highlight their concerns;
- When all measures taken in class and in the department have not enabled the pupil to make expected progress, to contact the pupil's tutor, who will, having collated information, consult the Assistant Head.

Individual Educational Plans (IEP)

- An IEP is produced by the Assistant Head, with reference to relevant documentation and in consultation with teachers and parents;
- Where appropriate, children are involved in setting their own targets and reviewing their progress;
- IEPs are reviewed on a termly basis by the tutors and pupils.

Provision Maps

- Provision maps offer an overview of each class in terms of the learning support that is required. It groups together pupils who need the same type of provision – identifying the need and offering strategies to deal with the needs;
- Provision Maps are produced by the Assistant Head and reviewed in collaboration

with the teachers on a termly basis.

Support in Practice

- Before pupils are admitted to GES Secondary, we receive assessment and medical reports from previous schools which detail what learning support needs a pupil has, and what has previously been offered. We ask parents to provide full information on their child. Our Parent Contract states that if a parent has had an assessment done for their child, they must share it with us.
- The Admissions Department sends details of those pupils with existing LS needs to the Assistant Head for review. The Head and Assistant Head discuss if the School will be able to meet the needs of the individual pupil.
- For pupils at GES moving from Year 6 to Year 7, the Assistant Head will meet with the Leader of Learning Support for Early Years & Primary in the summer term and receive all the relevant IEPs and Provision Maps. This ensures a smooth transition for the pupils from Primary to Secondary.
- During the Autumn Term at GES Secondary, pupils take MidYIS tests (tests of underlying ability). Subject teachers and tutors are also asked to monitor how pupils are progressing in the Autumn Term and beyond. Where these various sources of information appear to suggest a specific learning difficulty or disability, the Assistant Head will undertake some further informal assessment.
- If evidence suggests that further testing may be required, the Assistant Head will meet with the parents to suggest a full diagnostic assessment by one of our consultant Educational Psychologists.
- In any year group, but especially in Year 7, teachers may observe previously unrecognised areas of potential or actual difficulty in pupils, and relay observations to the pupil's tutor. Learning difficulties can manifest themselves at any stage, and teachers should alert the tutor where a pupil appears to exhibit any specific difficulty or disability. Any social, medical or family circumstances which may affect a pupil's learning or behaviour should be discussed with the tutor, who may consult the Assistant Head. It is preferable that staff are aware of such circumstances, but confidences from parents and pupils are respected as far as possible.

Identification and Assessment

- In identifying a pupil needing learning support within a subject, the teacher, working with the Assistant Head, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, the pupil's previous progress and attainment, as well as information from the tutor on pupil progress, attainment, and behaviour across subjects. It also considers the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.
- We take seriously any concerns raised by a parent. These are always recorded and compared with our own assessment and information about how the pupil is developing. This assessment is reviewed and recorded regularly. This helps to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.
- For some types of learning difficulty or disability, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

- In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the School to help inform the assessments. Where external professionals are not already working with school staff the Assistant Head should contact them, if the parents agree.
- Where it is decided to provide a pupil with learning support, parents are formally notified, although they will have already been involved in forming the assessment of needs as outlined above. Having consulted teachers, the tutor and the Assistant Head will agree, in consultation with the parents and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The pupil's subject teachers will be informed of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded in the IEP.
- The tutor maintains an overview of the pupil across all subjects.
- Teachers with LS-listed pupils in their classes write a brief internal summary of interventions and effectiveness on all year groups at the end of the Autumn term and at the end of the Spring Term. The effectiveness of the support and interventions, and their impact on the pupil's progress, are then reviewed by the tutor and the Assistant Head at the agreed date.
- The subject teacher, working with the Assistant Head teacher, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. The impact and quality of the support and interventions are evaluated, along with the views of the pupil.

Safeguarding SEND Pupils

- The School recognises that pupils with Special Educational Needs and Disabilities may be more vulnerable to bullying or other kinds of abuse. We also recognise that such pupils may be more vulnerable to going missing from education as well as to being drawn into terrorism through radicalisation. To ensure that all of our pupils receive equal protection, we give special consideration and attention to any pupils who are disabled or have special educational needs, including those who do not have English as a first language. Monitoring is carried out through the pastoral systems of the School: the tutor system and tutor time, bullying file and safeguarding file.
- The welfare of pupils of concern or in need is actively monitored by staff, all of whom are trained in safeguarding, and reported as necessary to the Designated Safeguarding Lead (DSL) and/or Deputy DSLs, who are trained and experienced in advising and decision-making in respect of appropriate actions to take (including managing referrals), support mechanisms to provide and record-keeping.
- The School Counsellor will be involved in supporting the child where this is deemed to be appropriate and the DSL will liaise with the SSEJ regarding involvement of outside children's support agencies as necessary.

Storing and Retaining Information

- Hard copies of assessment reports etc. will be kept securely in the meeting room in a lockable filing cupboard. All data will be stored in accordance with the School's Data Retention Policy.

- In order to facilitate the briefing of teachers and tutors, details of a pupil's learning needs will be entered onto the database. Advice on how best to support a pupil in lessons in IEPs and Provision Maps is published in the Secondary Team Drive on G-Drive. Only teaching staff have access to these records.

Authors: Head and Assistant Head

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