

## LEARNING SUPPORT POLICY

### Arnold Aims

- 1) Each pupil, parent and member of staff will be welcomed and valued as a full member of the Arnold community.
- 2) Arnold seeks to serve its pupils and parents, meeting their educational needs and involving all Arnold families in the life of the school.
- 3) Arnold pupils will be inspired by consistently high quality teaching to have a personal love of learning, and will achieve their full academic potential.

### Regulatory Context

The school complies, as a minimum, with the regulatory requirements below:

- 1) Under the Education Act 1993, the legal requirements for special provision vary according to whether or not a school is 'approved' by the DCSF under section 189. The local authority must seek consent from the DCSF for the placement of each pupil with a statement of special educational needs agreed by the local authority, except in schools that are so approved. It is not necessary for a school to obtain the consent of the DCSF to accept a pupil with a statement, provided that the parents pay for the placement and the school is able to provide their child with effective education.
- 2) The statements of all pupils in this category, whether placed by parents or the local authority, must be reviewed annually and the required curriculum must be provided as set out in the statement (including the full National Curriculum, if this is specified). It is the responsibility of the local authority and not the school to review the statement, but it is good practice for the school to check that the review takes place.
- 3) Independent schools are not required to comply with the *Special Educational Needs Code of Practice 2001*, issued by DCSF, other than in the matters of placement and providing suitably for pupils with statements, or where they are in receipt of government funding for nursery education. However, it is good practice for schools to provide individual education plans (IEPs) for any pupils with significant learning difficulties or disabilities. In Arnold IEPs are currently being replaced by provision maps in the Junior School and learning profiles in the Senior School.
- 4) Independent schools should make the provision required by any statements of special educational needs or should not knowingly admit a pupil for whom they are unable to make the provision required by the statement. The school should also make adequate provision for groups of pupils with learning difficulties and/or disabilities (for example, dyslexia) or other specific needs, such as English as an additional language.
- 5) The phrase 'pupils with special educational needs' should only be used to refer to pupils aged 5 to 16 who have statements. Otherwise the correct term is 'pupils with learning difficulties and/or disabilities' or 'learners with difficulties and/or disabilities'.

### Objectives

In order to achieve our aims and to ensure that pupils with identified learning difficulties achieve their full potential and make progress we will:

- 1) **Ensure that pupils fully participate in their learning and increase responsibility for their learning as they move through the school.** Over the next twelve months our **pupil related targets** in this area are:
  - a) To ensure that pupils are aware of their strengths and understand the strategies they can use to support those areas requiring further development.
  - b) To ensure that all pupils are involved in monitoring their progress and setting future targets.
  - c) To explore the further use of technology in supporting access to the curriculum
  - d) To work closely with colleagues in Arnold Junior School to ease the transition of pupils into the Senior School
  
- 2) **Ensure good working relationships with parents, carers and the community.** Over the next twelve months our **parent related target(s)** are:
  - a) To ensure that parents/carers are kept informed of assessments and provision.
  - b) To ensure that parents/carers have access to information and strategies to support their child.
  - c) To liaise more closely with feeder primary schools and attend transition meetings as appropriate for pupils moving into the senior school
  
- 3) **Ensure that the school offers a broad curriculum that is accessible to pupils with learning needs and promotes high standards of attainment and achievement.** Over the next twelve months our **curriculum related target(s)** are:-
  - a) To develop a bank or reference resources and a list of online materials to support staff in identifying and meeting the needs of pupils with learning difficulties
  - b) To encourage staff to access the resources and information in the Learning Support area to further develop their understanding of SEN and to support their planning.
  - c) As part of the whole school monitoring and evaluation to consider the effectiveness class based strategies to support access to the curriculum.
  
- 4) **Ensure that pupils with learning needs are identified and assessed as early as possible, and their progress is closely monitored.** Over the next twelve months our **assessment targets** are:
  - a) To initiate the screening of all year groups in line with UCST guidelines.
  - b) To agree appropriate criteria for placement on and exit from the learning support register.
  - c) To evaluate how the school assessment policy can be used in conjunction with the learning support assessments to monitor pupil progress and set improvement targets.
  - d) To monitor assessment for learning in line with the school policy.
  
- 5) **Ensure all teaching and non-teaching staff are involved in planning and meeting needs of pupils with identified learning difficulties.** Over the next twelve months our **staff related target(s)** are: -

- a) To develop a Pupil Directory to provide staff with detailed information about those pupils requiring additional support and advice regarding management strategies and to maintain an electronic copy, which is accessible to all staff.
  - b) To liaise with the Junior School Learning Support Co-ordinator to develop common referral systems and provision maps. These will replace the current learning support register and IEPs
  - c) To further develop the expertise of staff through the provision of relevant training opportunities.
  - d) To share examples of good practice both within departments and across the school.
- 6) **Ensure that the school liaises with external agencies to effectively to meet the needs of staff and pupils.** Over the next twelve months our **liaison target(s)** are:
- a) To improve written and /or oral communication between the Head of Learning Support / Co-ordinator of Learning Support, external agencies and subject teachers.
  - b) To link with other UCST schools and attend relevant meetings SEN meetings and share examples of best practice.

### **Roles and Responsibilities (1)**

- 1) The Headmaster is the school's "responsible person" and manages the school's Learning Support work.
- 2) The day to day management of the Learning Support provision and policy is delegated to the Head of Learning Support (SS) and the Co-ordinator of Learning Support (JS), who also liaises with the Early Years Co-ordinator.
- 3) The Headmaster will keep the governing body informed regarding the learning support provision available in the school.
- 4) The Head of Learning Support and the Director of Studies will liaise with the governors and appropriate staff to ensure the effective day to day operation of the school's Learning Support policy.
- 5) The Head of Learning Support and the Director of Studies will identify areas for development in the Learning Support department and include them in the school's development plan.
- 6) The Head of Learning Support will co-ordinate provision at school action, school action plus and for statement pupils, in liaison with the Learning Support Co-ordinator (JS).
- 7) All teaching and non-teaching staff will be aware of the Learning Support policy.
- 8) Staff are responsible for differentiating the curriculum for pupils with learning difficulties and will monitor their progress (*Ref: Differentiation Policy*)
- 9) All teachers who have responsibility for areas of the curriculum (Subject Managers/Heads of Department/Heads of Key Stage) will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum materials.

## **Roles & Responsibilities (2) - The Head of Learning Support**

The Head of Learning Support is responsible for

- a) liaison with the parents/carers of pupils with identified learning difficulties;
- b) liaison with external agencies and other professionals, including the Co-ordinator of Learning Support in AJS;
- c) providing advice and support to colleagues;
- d) ensuring that subject staff are aware of the needs of identified pupils and how best to meet those needs;
- e) ensuring that information regarding which pupils are identified as LDD is collected, updated and shared as appropriate;
- f) taking a lead role in further assessment to determine a pupil's areas of strength and areas for further development and plan provision to address identified needs;
- g) monitoring and reviewing provision;
- h) ensuring that staff are aware of and adhere to the school policy and referral system;
- i) liaison with the Head and Director of Studies to monitor the effectiveness of the Learning Support policy and the resources available;
- j) maintaining an awareness of developments and initiatives in the area of SEN through ongoing personal professional development and for disseminating relevant information and examples of best practice to colleagues.

- 1) The Head of Learning Support is Mrs E.J.Luke.
- 2) The Co-ordinator of Learning Support in the AJS is Mrs M Hecht and Miss J Allen in Early Years.
- 3) In the Senior School parents/carers can contact Mrs Luke via e mail or telephone should they have any concerns or wish to make an appointment during school time. There is a 'drop in' session each Wednesday evening from 4 to 4.45 pm in the SS Learning Support area should parents/carers wish to make contact for an informal discussion about their child.
- 4) In the Junior School parents/carers can contact Mrs Hecht before and after school through an open door policy from 8.30am to 9.00 am and from 3.40 pm to 4.00pm.

## **Admissions**

- 1) Pupils with learning difficulties will be admitted to the School in line with the published admissions policy (*Ref: Admissions Policy*).
- 2) The school has regard for the SEN Code of Practice (2001) statutory requirements of the SEN and Disability Act (2001) and will meet the requirements of such by ensuring that any reasonable adjustments are made.
- 3) The school will use the open evenings and induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs / learning difficulties at school action, school action plus, or statement.
- 4) When the school is alerted to the fact that a child may have a difficulty in learning they will seek to collect all relevant information and to plan appropriate provision.

### Access for Disabled

The school is aware of the requirements of the Disability Discrimination Act. Every reasonable effort is made to include all pupils in the curricular and extra curricular life of the school (*Ref: Accessibility Plan*).

### Resources

- 1) The Headmaster and governors will ensure that the needs of pupils are met and will overview the Learning Support provision.
- 2) Teaching staff will be involved in monitoring pupil progress and curriculum needs and will make the Head of Learning Support /Co-ordinator of Learning Support (JS) aware of any concerns via the appropriate channels.
- 3) The Head of Learning Support and the Co-ordinator of Learning Support (JS) are qualified teachers with experience and specialist qualifications in Special Educational Needs and Specific Learning Difficulties.
- 4) Withdrawal sessions in the SS are held in the Learning Support area. The area is equipped with four desk top computers and a Promethean whiteboard. A range of strategies and resources will be used to support pupils depending upon their identified need. Effective use will be made of ICT to support learning where appropriate.
- 5) In the Junior school there is a designated, fully equipped resource room. This room has an interactive whiteboard and six desk top computers that are used in the delivery of supplementary support sessions.
- 6) Funding for additional resources is available through the allocated budget.

### Identification, Assessment, Reviews

- 1) The Special Educational Needs Code of Practice (2001), to which independent schools are recommended to have regard, states the following to assist schools in indentifying those pupils for whom additional provision may be required ;
  - a. “ Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.”
  - b. Special educational provision is identified as .... “Educational provision which is additional to or, otherwise different from, the educational provision made generally for children of their age ....”
- 2) All year groups are involved in screening tests to provide baseline assessment data (*Ref: SS MARRA Policy, JS Assessment & Reporting Policy*). Data from these tests will also be taken into account.
- 3) Pupils in KS1, KS2 and KS3 take Reading and Spelling assessments, some of which are available online. This makes them accessible to a wider range of pupils. In Year 3 all pupils are screened to identify and specific learning difficulties. The cost of screening tests and any further school based screening tests (but not the cost of any subsequent assessments or detailed reports) are included in the termly fees. The outcome of these assessments may be used to identify pupils who may benefit from additional support.
- 4) Parents/carers will be informed if school feels there is a need for a more formal assessment to be carried out by an Educational Psychologist. The cost for such

assessments will not be funded by the school.

- 5) All staff are involved in the review of pupil progress.

### **Teacher Referral**

- 1) If a teacher has a concern about a pupil they should inform the Head of Learning Support (SS) or the JS Learning Support Co-ordinator, using the appropriate referral forms.
- 2) Information relating to strategies already used by the teacher and the current attainment levels of the pupil will be provided.
- 3) The Head of Learning Support /Learning Support Co-ordinator (JS) may carry out class based observations and additional assessments.
- 4) The outcome of assessments will be shared with the teacher and appropriate strategies to meet the needs of the pupil will be discussed.

### **Curriculum and Assessment Monitoring**

- 1) Teaching staff and tutors will monitor the attainment and progress of pupils with learning difficulties as part of their role.
- 2) They will ensure that the Head of Learning Support /Learning Support Co-ordinator (JS) and appropriate Heads of Section are kept fully informed of any concerns.
- 3) Further assessments may be required.

### **How a Pupil is placed at 'School Action'**

- 1) If a pupil makes little or no progress even when teaching is targeted in their area of weakness, they present persistent emotional and /or behavioural difficulties, they have sensory or physical difficulties or they have communication and /or interaction the Head of Learning Support/LS Co-ordinator (JS) may carry out further assessments.
- 2) Information will be circulated to teaching and support staff and general targets set to enable them to consider the use of *additional* support strategies or the *supplementary* differentiation of tasks.
- 3) In the Junior School identified pupils will also receive direct support in small groups.
- 4) Parents will be informed of any concerns and the outcome of any assessments.

### **Movement between Stages & 'School Action Plus'**

- 1) If a pupil fails to make adequate progress despite the additional support which the subject teacher provides, the pupil may move to a higher stage - School Action Plus - with further intervention and support.
- 2) The Head of Learning Support in the SS and the Learning Support Co-ordinator in the JS will take the lead in supporting the pupil.
- 3) The advice of external agencies may be sought to determine how best to best meet the needs of the pupil. These agencies may include, for example, Educational Psychologist, Speech and Language Therapist, EAL specialist teacher or medical professionals.
- 4) JS pupils receive up to 2 hours per week specialist support on a one to one or in a small group setting. Ideally children with similar difficulties will be grouped together.

If necessary, and with the form teacher's cooperation, a member of the learning support team will support the pupil in class.

- 5) JS children who attend learning support classes are encouraged to extend their class learning at home through regular practice of reading/spelling/writing and numeracy programmes where applicable.
- 6) Support in the SS is generally within small groups of up to four pupils. The support will be provided for one period each week. The pupil will be monitored and moved back to the School Action stage if and when there is evidence progress which has been maintained over a period of time.
- 7) Additional SS support may be available on a 1:1 basis at the request of the parent. There will be an additional cost for this provision.

### **Monitoring and Reviews**

- 1) Pupils are involved in reviewing their progress against LD targets during the school's formal written reporting system.
- 2) This information is sent to parents.
- 3) Parents are also involved in the review of their child's progress during the consultation evenings and should arrange to meet with the Head of Learning Support / Co-ordinator of Learning Support (JS) at these times.
- 4) The monitoring of individual pupils is an ongoing process and links in with the whole school MARRA Policy and the JS Assessment and Reporting Policy.
- 5) Should any concerns arise throughout the year, parents will be consulted.
- 6) Sixth form students and those pupils for whom the Head of Learning Support maintains a monitoring overview will meet with the Head of Learning Support at least each half term.

### **Statement Reviews**

- 1) If a pupil has a statement of special educational needs the school will follow the LEA guidelines to review this provision.
- 2) Parents are encouraged to submit written information and to attend the review meetings in support of their child.

### **Curriculum Flexibility**

- 1) All pupils have access to a broad and balanced curriculum.
- 2) The progress of all pupils is monitored by the subject teacher, the form tutor, the Head of Department, the Head of Section, the Head of Key Stage and the Director of Studies as appropriate.
- 3) Referral may be made to the appropriate Head of Section where pupils are seen to be underachieving.
- 4) Any withdrawal from lessons is limited and must be authorised by the Director of Studies or Headmaster (AJS).
- 5) Any adjustment to a pupil's curriculum, in order to enable Learning Support provision, will be made in the best interests of the individual, taking all factors into account. Subject staff and parents/carers will be informed.

### **Monitoring**

This policy document will be monitored by the Director of Studies and the Head of Learning Support, in liaison with the Co-ordinator of Learning Support and the Headmaster (AJS), who will report to the Headmaster on its implementation on a regular basis. The policy will be reviewed annually.

Unless negligent under the terms of this policy, the school accepts no responsibility to the pupil or parents/carers caused by or arising out of any failure to detect or refer a learning difficulty or other condition or situation of special need.