

REDDIFORD SCHOOL

POLICY FOR LEARNING SUPPORT AND SPECIAL EDUCATIONAL NEEDS & DISABILITIES

To be used in conjunction with;

SEND code of practice: 0 to 25 years DfE.

Reddiford's Equal opportunities Policy
(Incorporating Disability Inclusion and Reasonable Adjustments).

Reddiford's Accessibility Plan.

Reddiford's English as an Additional Language Policy.

Reddiford's Able and Talented Policy.

Purpose

At Reddiford School we believe that each pupil has individual and unique needs. The Code of practice 2015 defines SEN as follows: "A child has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age.
- are making less than expected progress given their age.
- have a disability that prevents or hinders them from making use of educational facilities.

The Code of Practice establishes four broad areas of SEND need are:

- Communication and interaction: speech, language and communication needs (SCLN), Neuro diverse disorder Autism
- Cognition and learning: Specific Learning Difficulties (SpLD), moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, severe learning difficulties (SLD)
- Social, mental and emotional health: ADHD, depression, eating disorder, attachment disorder, self injury
- Sensory and physical needs: Vision impairment, hearing impairment, multi sensory impairment

We acknowledge that some pupils may have special educational needs or disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while some children may have transient needs which can be addressed through short term intervention or support. Reddiford School aims to provide all pupils with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the curriculum. SEN support is delivered to all pupils as part of the school curriculum and is the responsibility of all school teaching and support staff. We aim to provide a broad and balanced curriculum, but to also offer small group support or individual targeted support where pupils have specific identified needs for example speech therapy. In particular, we aim to:

- Enable every pupil to experience success.
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Encourage each individual to have a positive growth mindset.
- Promote individual confidence and a positive attitude.
- Give pupils with Learning Support equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- Involve parents/carers in planning and supporting at all stages of their children's development.
- Identify, assess, record and regularly review pupils' progress and needs.

- Work collaboratively with parents, other professionals and support services and implement the advice given by external professionals.
- Ensure that the responsibility held by all staff and governors for Learning Support & SEND are implemented and maintained.

Relationship to other policies

This policy should be read in conjunction with the policies on the school curriculum and equal opportunities, and guidance on assessment, recording and reporting. The accessibility plan is an integral part of this policy.

Roles and responsibilities of head teacher, other staff, governors

Provision for children with special educational needs and those in need of Learning Support is a matter for the school as a whole. It is each teacher's/Key Person's responsibility to provide for pupils with Learning Support in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's learning support and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with SEND and regularly reviews its delivery.

The **Head Teacher** has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND
- Keeping the governing body informed about SEND.
- Working closely with the Learning Support personnel within the school
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** must ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils in need of Learning Support
- Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the SEND Code of Practice (2015)
- Parents are notified if the school decides to make Learning Support provision for their child.
- They are fully informed about Learning Support issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND.
- They, and the school as a whole, are involved in the development and monitoring of this policy.

- Learning Support provision is an integral part of the school development plan.
- The quality of Learning Support provision is regularly monitored.

The **Learning Support Co-ordinator** is responsible for the day-to-day operation of this policy and will:

- Co-ordinate the provision for pupils with SEND and those in need of Learning Support
- Maintain the Learning Support Register and Learning Support Tracker.
- Helping staff to identify pupils with SEND and those in need of Learning Support
- Liaise with and advising staff about the provision of focus groups, booster groups, target readers and 1:1 support.
- Ensuring that an agreed, consistent approach is adopted throughout the school.
- Carry out observations of pupils with specific learning needs.
- Assist staff with making referrals for outside agency support.
- Liaise with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents as directed by their Head of Department. For example, Speech Therapy work is set by the Speech Therapist on a weekly / fortnightly basis during a block of speech therapy.
- Supporting class teachers/Key Persons in devising strategies, drawing up IEPs and setting outcomes (targets) appropriate to the needs of the pupils
- Ensure the views of the children with SEND are incorporated into their IEPs or PEP.
- Advise on appropriate resources and materials for use with pupils with SEND and those in need of Learning Support and on the effective use of materials and personnel in the classroom.
- Liaise closely with parents of pupils with SEND and those in need of Learning Support, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Attend virtual meetings for Looked After Children as the Designated Teacher.
- Support class teachers/Key Persons to create and implement a Personal Education Plan. (This is called the PEP). The PEP is updated once a term and will remain in place until the process of legal adoption is secured.
- Assist in the monitoring and evaluation of progress of pupils with Learning Support through the use of existing school assessment information.
- Contribute to the planning and delivery of in-service training of staff.
- Liaise with and provide parental support/advice.
- Manage learning support staff/teaching assistants.
- Ensure that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues.
- Support other staff in the planning, running and reviewing learning during focus groups, group support, booster sessions or one to one session for those children needing additional support.

- Liaise with the SEND/Learning Support/Inclusion Coordinator in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other.

Class teachers/Key Persons are responsible for:

- Including pupils with SEND and in need of Learning Support in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the Learning Support Coordinator for advice on assessment and strategies to support inclusion
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND and in need of Learning Support
- Work with and implement the advice given by outside agencies.
- Keep formal and informal records of children's progress and academic attainment through the individual pupil profile/RATS form and maintain an up to date record of a child's social progress by updating their social profile. (These are saved in the common area).
- Liaising with the Learning Support Coordinator, providing feedback to parents of pupil receiving learning support
- To plan for and incorporate the pupil's IEP outcomes (targets) within the classroom
- When required individual transition strategies are put in place to support a pupil with their next steps. For example, incorporating the use of a social story.

Differentiation Strategies

- Read summary reports from outside agencies.
- Carry out the recommended strategies.
- Implement the IEP.
- Visual timetable in the classroom.
- Ask questions and give children time to process information before they answer.
- Get pupils to repeat instructions.
- Talk for Writing strategies – Develop opportunities to orally rehearse what they are going to write before the process of writing starts.
- Staff to model writing using the visualiser or IWB.
- Use a variety of ways to present information for example video clips, role play, good quality texts.
- Scaffold writing frames: sentence starters.
- Use word mats/banks.
- Use of visual/verbal reminders to help to support.

Learning support staff/teaching assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND and in need of Learning Support

- Use the school's procedures for giving feedback to teachers/Key Persons about pupils' responses to tasks and strategies.

Subject Co-ordinator is responsible for:

Monitoring the curriculum planning and delivery for appropriate provision;

Ensure the provision for SEND is included in the individual subject policies and schemes of work;

Monitoring the progress of pupils within their subject.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspects of provision they should discuss the problem with the class/form teacher/Key Person in the first instance. Anyone who feels unable to talk to the teacher/Key Person or is not satisfied with the teacher's/Key Person's comments, should ask to speak to the Learning Support Coordinator. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school. The teacher/Key Person should inform the Learning Support Coordinator (LSC) of such matters arising.

In the event of a formal complaint parents are advised to follow the school's Parent's Complaint Procedure.

Arrangements for monitoring and evaluation

The success of the school's Learning Support policy and provision is evaluated through:

- Monitoring of classroom practice by the Learning Support and Subject Co-ordinators
- Analysis of progress made for individual pupils using value-added data
- The school's annual Learning Support review, which is conducted by the Learning Support Coordinators liaising with their Head of Department
This takes place at the INSET day in May, following end of year assessments. Recommendations are also made by the subject coordinators and subject teachers regarding children that may need to be included in our Learning Support provision.
- Termly meeting with the Deputy Head to discuss Learning Support provision.
- The school development plan, which is used for monitoring provision in the school.
- Feedback from pupils, parents and staff, both formal and informal, following meetings to produce IEPs and outcomes, provision and celebrate success.

Provision and Procedures throughout the School:

The following steps explain the procedure for identifying pupils who require additional learning support.

- **Step 1:** Ensure the heads of department and the Learning Support Co-ordinator are aware of the pupils who require learning and /or social support. If appropriate to do so arrange for the Learning Support co-ordinator to observe the pupil in the classroom.
- **Step 2:** Pupils who require learning and /or social support need to be mentioned in the weekly Departmental Meetings.
- **Step 3:** If it is social needs that the child has been identified for, each time a social concern has been raised a social concern form should be completed. The form can be found here: R:\Common\FORMS & STANDARD LETTERS\Forms including staff absence. The social Concerns forms get forwarded to The Headteacher: Jean Batt, Deputy Head Teacher: Pastoral Support: Vince O'Toole and The head of the Department: Lower School: Emma Longhurst and Upper School: James Ford. The child's social report should be annotated with the concerns raised. The social forms should be saved in the child's profile which you can find here: R:\Common\PROFILES 2023-2024. A copy should also be saved in the drop-down files in the Office and the Class Profile Folders which are kept in each department. The social reports can be found here: R:\Common\SOCIAL REPORTS 2023-2024 The Social concerns form should have the name of the member of staff who has completed the form at the bottom. The child's social report should contain the initials of the member of staff completing it and the date of the social concern.
- **Step 4:** If there is an ongoing social concern the child should be referred for well-being support from the Mental Health Champions in School. In the EYD it is Sarah Lloyd, In Pre-Prep it is Nandini Sethi and in the Prep Department it is Aisha Rajab.
- **Step 5:** Identify which steps you have put in place to support the child with their area of concern/need. This information should be added to the Social Profiles.
- **Step 6:** Complete an Adding on form if there is an academic concern. The Adding on form should contain their last test scores and ranking. This form should be filled out with the date.
- **Step 7:** If a child has been added on for academic/learning needs. They should be invited to attend a Morning Focus Group at 8.30am-9am and/or a Booster Session at lunchtime or after school. The Focus Group Sessions are run by the Class TA and the Booster Session is run by the class teacher across the year group for English and Maths. (Lower School run Focus Groups and Upper School runs Focus and Booster Groups). Sometimes additional sessions for social skills are run before school or at playtime. We have a Social Skills Scheme called Time To Talk for EYD and Pre-Prep. For the Prep department there are some scenario cards and games which can be used for these sessions.

- **Step 8:** After a child has been added onto Learning Support the additional provision will be provided by you as the class teacher and your teaching assistant.
- **Step 9:** Outside Agency support should not be recommended to parents without following the steps above. Educational Psychologists usually assess children over the age of seven particularly for Dyslexia screening. There needs to be standardised scoring evidence to back up the referral for outside support. Parents should not be spoken to about getting their child assessed without discussing this with the Head of Department and the Learning Support Co-ordinator first. No Contact lists should be given out to parents without following all of the steps above.
- If an Outside Agency referral for an Educational Psychologist or Clinical Psychologist assessment for a pupil is to be made a meeting should be arranged for the Parents to speak with the Class Teacher and Learning Support Co-ordinator. The request for this referral needs to be agreed by SLT. The referral can only happen if all of the steps above have been followed and there is sufficient evidence to validate the referral.
- **Step 10:** Speech and Language Support outside agency intervention can happen sooner but the child needs to have the opportunity to settle into a school setting before this commences. So, they should not be referred until after they have been at school for at least a term.
- **Step 11:** If a child has an IEP it should be signed with the date by the parent and the class teacher. The IEP returned to school straight after Parents Evening.
- **Step 12: If Learning Support is no longer required:**
- Complete a removal form if there is no longer an academic concern. The removal form should contain their last test scores and ranking. This form should be filled out with the date.
- The removal forms can be found here: R:\Common\LEARNING SUPPORT CO-ORDINATOR\Admin and Info\New Adding on and removal form The adding on forms should be saved in the child's profile which you can find here: R:\Common\PROFILES 2023-2024.Evidence of their work should be sent with the form. A copy should also be saved in the drop-down files in the Office and the Class Profile Folders which are kept in each department.

The Learning Support Co-ordinator is available for consultation by appointment through the Department Secretary.

Progress will be monitored by the teacher/Key Person and feedback as necessary to the Learning Support Co-ordinator. The parent's input is also appreciated when monitoring the pupil's progress and development.

Further intervention

- i. If the pupil is assessed as needing outside agency support (OAS) an IEP will be devised by the Learning Support Co-ordinator in consultation with the teacher/Key Person and the OAS. This IEP will be discussed with and signed by the pupil's parents. Pupils may also receive input on a regular basis from the receiving OAS. Progress will be monitored regularly and the IEP will be updated at least twice a year. When a pupil is seen by a Speech and Language Therapist or Educational Psychologist a summary of the report is devised and the IEP is adapted to reflect the pupil's current needs.
 - ii. If the pupil has been assessed by an educational psychologist and has been diagnosed with SEND (Special Educational Needs & Disabilities). These pupils will have their own IEP and additional supporting documents, which may include an Education, Health Care Plan (EHCP)
5. Where a child is assessed as requiring an IEP this will be devised by the Learning Support Co-ordinator in consultation with the class teacher/Key Person with input from the OAS if they are involved.
6. The names of children requiring support will be added to the Learning Support and SEND register.
7. An IEP will be discussed at a meeting. A copy of the IEP signed by the parents and the LSC will be retained by the Learning Support Co-ordinator and a copy given to the parents and the class teacher/Key Person.
8. IEPs include a summary of the child's needs, useful teaching strategies to meet these needs and may include 2 to 3 outcomes (targets) for the pupil to work towards.
9. IEP's, Educational Psychologist Reports, summaries and Speech and Language Therapy Reports are saved in the individual child's profile which is saved in the common area.
10. Records are maintained of work carried out and progress made by children.
11. Progress is reviewed more formally at least twice a year and IEPs will be updated after these reviews.

12. Where considered appropriate by the Learning Support Co-ordinator in consultation with the class teacher/Key Person a child can be removed from the Learning Support Register. A removal form is completed by the class teacher/Key person and saved in the child's individual profile in the common area. This decision would be discussed with the parents. This does not prevent the pupil from being assessed again at a later stage if their progress was to decline in the future or new complications arise.

Education, Health and Care plans (EHCP)

In exceptional circumstances, when the support of the outside professionals is ongoing, it may be advisable to apply for an Education, Health and Care plan. This involves consideration by the LEA, working co-operatively with parents, school and other agencies to determine whether the child requires an EHCP in order to help him or her reach their potential. All children with EHCPs will have an IEP with short term targets which will be reviewed twice a year.

A group of professionals working with the child, together with the parents and Learning Support Coordinators, will meet annually to review progress. The annual review is a celebration of achievement, in addition to highlight further support for any difficulties.

Looked After Children (LAC)

The term Looked after Children refers to all children or young people under the age of eighteen who are in care, being fostered or in the process of being adopted.

Personal Education Plan (PEP)

All looked after children should have a Personal Education Plan (PEP). If a child is in the process of being legally adopted the PEP will stay in place until they have been legally adopted. This process can take up to a year. During this time a PEP is put in place to ensure the best outcomes for the child. The PEP is reviewed each term with social workers, adoptive parents and a member of the virtual school and Reddiford staff are present. The PEP is written by the designated teacher in consultation with other school staff and outside agency support. The designated teacher has a key role in making sure there is a central point of initial contact within the school who can manage the process of how the school engages with others (e.g. social workers, virtual school heads), works in a joined up way and minimises disruption to the child's education.

The role of the designated teacher:

The designated teacher should have lead responsibility for helping school staff understand the things which affect how looked after children learn and achieve. The designated teacher should:

- promote a culture of high expectations and aspirations for how looked after children learn
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school

The Governing body:

As part of the arrangements for monitoring the effectiveness of the role, governing bodies should, as a minimum, receive an annual report from the designated teacher. The report should enable the governing body to make overall judgements about the designated teacher role in the context of wider school planning in relation to:

- any workload issues arising as a result of the number of looked after children on roll at the school and the number of local authorities which are involved;
- levels of progress made by looked after children who are currently or have been on roll within the past twelve months in relation to all children at the school (i.e. educational, social and emotional progress);
- whether the pattern of attendance and exclusions for looked after children is different to that of all children;
- any process or planning issues arising from personal education plans (PEPs);
- whether any are identified as gifted and talented and how those needs are being met;
- how the teaching and learning needs of looked after children are reflected in school development plans and are being met in relation to interventions and resources;
- training provided for the designated teacher in order to impart knowledge and understanding about the education and well-being of looked after children to colleagues;

English as an Additional Language

Many pupils at Reddiford School have English as an Additional Language. However, this must not be equated with learning difficulties. It is the Learning Support Coordinators responsibility in consultation with the teacher/Key Person to establish whether such a child's language difficulties in the classroom are due to limitations in their command of the English Language or arise from special educational needs.

If a teacher/Key Person has any concerns they must consult the Learning Support Coordinator. However, it is accepted that these children may need some additional learning support at some time during their education at Reddiford School.

See Policy for EAL

Able and Talented

It is important to establish the ethos, where it is recognised that children considered to be Able and Talented also need learning support, in the moderating of teaching techniques. At the heart of the provision for Able and Talented pupils will be what happens in the classroom. The challenge for teachers will be meeting the needs of each individual to ensure that their potential is fulfilled.

The first stage in the meeting of needs will be a supportive learning environment. Research has shown that the creation of a supportive classroom ethos is a key element in all effective teaching and learning. Able and Talented pupils may present challenging behaviour to teachers. The challenges may come in the form of difficult questions, refusal to complete a task or by completing it in an alternative way. A flexible and encouraging response to the challenge will help build relationships, confidence and self-esteem.

It can be a mistaken belief that Able and Talented pupils are able to work without adult supervision. In reality, greater emotional support is needed as such able pupils relate better to adults than their peers, and will welcome opportunities to exchange ideas with teachers. Such pupils may also lack confidence in their own ability or judgement in the same way as any other pupil. Once a task has been set, it is important that pupils are given due attention, even if it is just to affirm what is being accomplished.

See Able and Talented Policy

Appendix

Learning Support Definitions

IEPs (Individual Education Plans)

IEPs are a brief summary of the child's needs and some useful strategies that can help the child make progress. The strategies are not exhaustive. These may also include some outcomes (Targets) for the pupil to work towards or SAL targets.

LAC (Looked after Children)

LAC refers to all children and young people under the age of eighteen who is in care or is provided with accommodation for more than twenty four hours by an authority. A child stops being looked after when they are adopted.

PEP Personal Education Plan

A PEP is a statutory requirement to ensure a record is maintained regarding the child's educational progress.

SEND – Special Educational Needs & Disabilities

These children will have specific diagnosis e.g. dyslexia, autistic spectrum. They will have an education psychologist report, medical diagnosis etc and may have an EHC from their Local Education and Health Care authority.

OAS – Outside Agency Support

These children will be receiving support from outside agencies such as SALT (Speech and Language Therapy) or O/T (Occupational Therapy). They may require additional support from the school and if so they will be included on the appropriate list (Medical support, Learning Support, child protection intervention) and, if deemed necessary, have their own IEP. However, some pupils will not require additional support from the school.

1:1 Support – One to One Support

These children will receive 1 to 1 support and have an IEP.

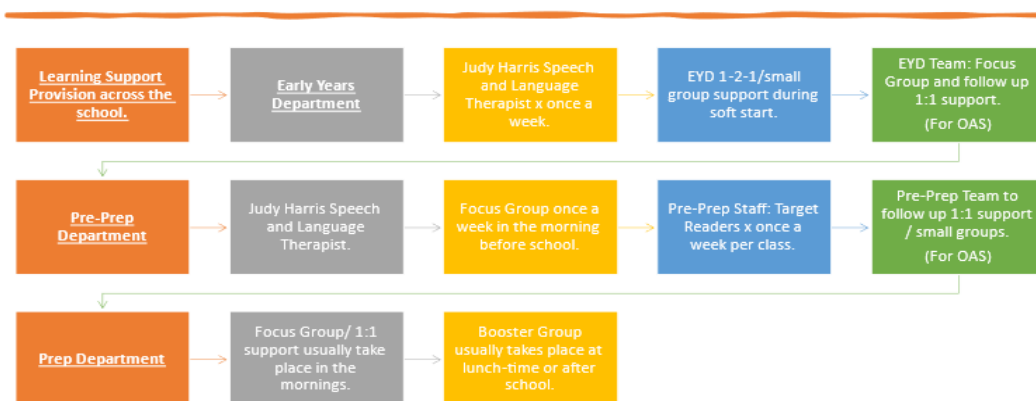
FG – Focus Group, GS-Group support, Booster groups

These children will attend the group to help develop specific skills.

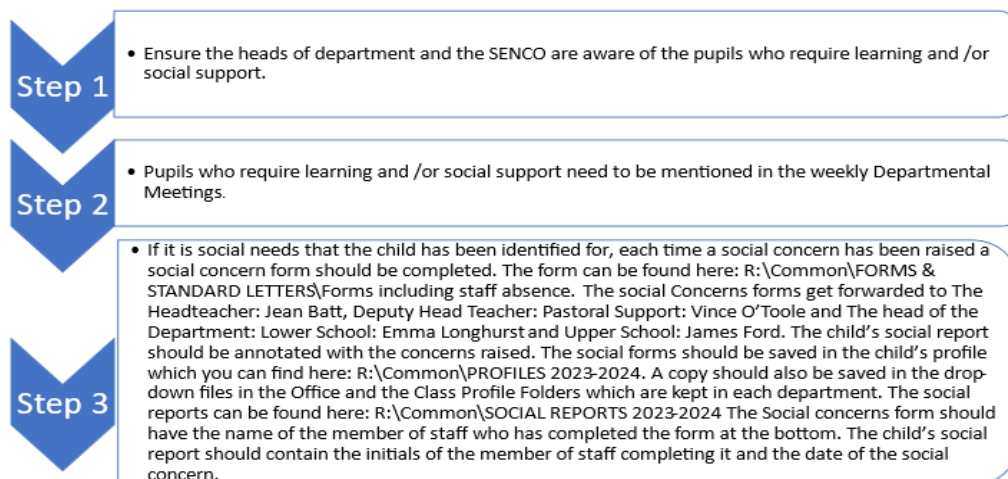
Medical Support

These children will have an IAP (individual action plan). Their medical needs will be reviewed regularly, at least at the beginning of each new academic year or as changes happen by the Head of Department. All staff will be informed of the medical needs of the children in the department including if a physical disability/need is present or where medication affects the pupil's learning.

Whole School Learning Support Provision.



Provision and Procedures throughout the School:



Step 4

- If there is an ongoing social concern the child should be referred for well-being support from the Mental Health Champions in School. In the EYD it is Sarah Lloyd, In Pre-Prep it is Nandini Sethi and in the Prep Department it is Aisha Rajab.

Step 5

- Identify which steps you have put in place to support the child with their area of concern/need. This information should be added to the Social Profiles.

Step 6

- Complete an Adding on form if there is an academic concern. The Adding on form should contain their last test scores and ranking. This form should be filled out with the date.
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Step 7

- If a child has been added on for academic/learning needs. They should be invited to attend a Morning Focus Group at 8.30am-9am and/or a Booster Session at lunchtime or after school. The Focus Group Sessions are run by the Class TA and the Booster Session is run by the class teacher across the year group for English and Maths. (Lower School run Focus Groups and Upper School runs Focus and Booster Groups). Sometimes additional sessions for social skills are run before school or at playtime. We have a Social Skills Scheme called Time To Talk for EYD and Pre-Prep. For the Prep department there are some scenario cards and games which can be used for these sessions.

Step 8

- After a child has been added onto Learning Support the additional provision will be provided by you as the class teacher and your teaching assistant.

Step 9

- Outside Agency support should not be recommended to parents without following the steps above. Educational Psychologists usually assess children over the age of seven particularly for Dyslexia screening. There needs to be standardised scoring evidence to back up the referral for outside support. Parents should not be spoken to about getting their child assessed without discussing this with the Head of Department and the SENCO first. No Contact lists should be given out to parents without following all of the steps above.
- If an Outside Agency referral for an Educational Psychologist or Clinical Psychologist assessment for a pupil is to be made a meeting should be arranged for the Parents to speak with the Class Teacher and SENCO. The request for this referral needs to be agreed by SLT. The referral can only happen if all of the steps above have been followed and there is sufficient evidence to validate the referral.

Step 10

- Speech and Language Support outside agency intervention can happen sooner but the child needs to have the opportunity to settle into a school setting before this commences. So, they should not be referred until after they have been at school for at least a term.

Step 11

- If a child has an IEP it should be signed with the date by the parent and the class teacher. The IEP returned to school straight after Parents Evening.

Step 12

If Learning Support is no longer required:

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