



JUNIOR SCHOOL LEARNING SUPPORT POLICY

Introduction

Dulwich College Junior School is an academically selective independent boys' school that caters for pupils from Year 3 to Year 6. Our aim is to encourage all pupils to be confident, well-motivated learners to enable them to achieve their full academic potential.

The purpose of this policy is:

- To ensure all pupils, including those with special educational needs and/or disabilities (SEND), can access a broad and balanced curriculum that is differentiated to their needs;
- To ensure a robust system, where all staff are involved in the identification, assessment and individualised provision for any pupil with SEND;
- To provide appropriate support for teachers, enabling them to meet the learning needs of all pupils;

Definition

Dulwich College Junior School is committed to providing equal access for all pupils to the curriculum and to ensuring that all boys with special educational needs and/or disability are identified and supported. This Policy is mindful of the recommendations made in the following government legislation:

- Special Educational Needs and Disability Code of Practice: 0-25 years (2015);
- Children and Families Act 2014;
- The Equality Act 2010.

Definition of Special Educational Needs and Disability

This policy and the school's SEND provision are informed by the SEND Code of Practice 2015. Where required, the school will have due regard to the Code. The Code sets out the following definitions:

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has significantly greater difficulty in learning than the majority of others of the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

Whilst Dulwich College is an academically selective school, we recognise that it should not be assumed that attainment in line or above chronological age means there is no learning difference or disability. It is important to recognise that there may be pupils who do not have SEND as defined by the Code but are nevertheless hindered from fulfilling their potential without tailored recognition of their needs and individualised provision.

Aims and Objectives

The aims of this policy and the Learning Support Department are as follows:

- To identify at the earliest opportunity any pupil who may have a learning difference and/or SEND;
- To make clear the identification, assessment and provision process for children with SEND;
- To conduct a regular review of pupils' progress, ensuring our pupils have a voice in this process;
- To provide personalised levels of intervention and resources to match each pupil's level of need;
- To provide pastoral care and support for each pupil so they develop into confident learners;
- To provide appropriate resources and support for teachers to meet the learning requirements of pupils with temporary or long term special educational needs;
- To recognise the importance of the parent partnership in the progress of pupils and to involve them fully in the support of their child;
- To identify the roles and responsibilities of staff in providing for pupils' additional educational needs;
- To provide and direct staff to appropriate training;
- To work in conjunction with any relevant outside agencies.

The Learning Support Department

The Learning Support department oversees provision for pupils with additional needs. In the Junior School we define Learning Support as the additional provision provided to our pupils in any aspect of their learning or development.

We provide a considered approach for all levels of need, whether this involves monitoring and sharing information; in-class differentiation; Precision Teaching Groups; personalised 1:1 support; or examination access arrangements. Our response involves a process of assess, plan, do, review.

The Junior School Learning Support Coordinator and Head of Learning Support Transition both work in the Junior School. There are also two teaching assistants who work closely with the Form Teachers and the Learning Support Department.

Responsibilities

The Head of Junior School, Dr Toby Griffiths, the Head of Learning Support Transition, Mrs Gill Benest, and the Junior School Learning Support Coordinator, Ms Ronke Olusanya, are responsible for ensuring appropriate provision is made for pupils with additional needs in the Junior School.

Identification and Assessment of Pupils with Specific Learning Difficulties

- Throughout the school year, the Learning Support Coordinator works closely with Form Teachers, Year Group Coordinators and the Director of Studies to use school data and qualitative evidence to identify pupils who would benefit from additional support;
- Early identification involves effective tracking of all pupils by the Form Teachers; they will monitor pupils that do not make expected progress against academic indicators. However, concerns can be triggered in a number of different ways, including through parents/carers, involvement of support services, or by members of staff. The opportunity to take part in precision teaching groups may then be offered or, for other pupils, adjustments in class may be deemed appropriate.
- If it is felt that low scores may indicate a learning difference, the Learning Support Department may undertake observations in class or screening assessments to give a clearer representation of need. One to one support lessons with the Learning Support department may then be provided.
- On occasion, the Head of Learning Support Transition and Learning Support Coordinator may make the judgement that a more detailed assessment of the pupil is required. A referral to an Educational Psychologist, Speech and Language Therapist or other external agent may be recommended. The school has links with various outside agencies to whom parents can be introduced. Parents are required to pay for the assessment including if a specialist is then recommended to work with the pupil in school. Following a detailed diagnostic assessment, parents are invited to attend a feedback session. The school endeavours to implement all reasonable recommendations given in reports.
- If at any time during the school year a pupil is displaying social, emotional or behavioural difficulties that impact on their progress in school, parents are contacted and an appropriate course of action is decided upon. Additional support and strategies may be offered in school and, in some circumstances, a referral to an external agent may be recommended.
- Parents of new pupils with an existing learning difference, and who have a report from an Educational Psychologist or other professional agency, will meet with the Learning Support Coordinator in the first few weeks of the academic year. Their son's profile will be discussed as well as the level of support that will be provided.

The Learning Support Register and Learning Profiles

Pupils who receive one-to-one provision or who have a diagnostic assessment from an external agency are included in the school's Learning Support Register. This is circulated to all members of staff. The register is held on iSAMS and the Learning Support Hub.

A Learning Profile is also written for these pupils. This outlines the pupil's strengths and difficulties; it also makes recommendations to help staff understand the pupil's profile and areas of need.

Meeting Pupils' Needs

The school acknowledges the four main categories of special educational needs identified in the SEND Code of Practice (2015). The support we give might fit into one or more of the following categories:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

Support

We recognise that all pupils learn at different rates and that a learner's profile is not linear. Teachers prepare lessons that are carefully planned with differentiated, multi-sensory activities.

Where a pupil may show that they are experiencing difficulties in accessing the curriculum for any reason, the teacher will plan strategies that are different from or additional to those provided as part of the school's usual working practices. The teacher will keep parents fully informed and draw upon them for additional information. The Learning Support department will consult with the teacher and give ongoing advice ensuring that knowledge and skills are shared to fully support all pupils.

If it is deemed the pupil is not making the expected progress following this graduated approach, the Form Teacher will complete a referral form to the Learning Support department and the Learning Support Coordinator will informally assess the child. The outcomes of this informal assessment will dictate the nature of further support. The Head of Learning Support Transition and the Learning Support Coordinator will determine a personalised programme for the individual pupil that may involve:

- Further differentiation in the classroom supported and directed by the Learning Support department;
- Additional specialist teaching such as in small groups or 1:1;
- Referral to the Deputy Head Pastoral;
- Referral to external specialists.

Pupils receiving additional support follow cumulative, multi-sensory programmes, which are tailored to their need. Support for English, Maths and social skills are available. Sessions are carefully timetabled in agreement with the Form Tutors. Parents are not required to pay for any support lessons given by the school.

Learning Support sessions are initially offered, and progress is monitored closely. If it is felt that a pupil is making good progress and working significantly closer to the level expected, we will consult with teachers, parents and move the pupil back through the stages of our graduated approach.

The Learning Support department are available for individual appointments throughout the academic year. A report is also written at the end of the Michaelmas and Summer terms.

Evaluation of Provision

We achieve educational inclusion by continually asking ourselves:

- Do all our children achieve their true potential?;
- Are our actions effective?;
- Are we successful in preparing pupils for the educational challenges ahead?

Form Teachers and the Learning Support Department meet regularly to monitor achievement. The Head of Learning Support Transition and Learning Support Coordinator meet each term to review pupils' progress in comparison to the cohort as a whole. Parents' views are sought in the evaluation process through regular meetings held throughout the academic year.

Pupils are encouraged to feed back on their provision through metacognitive opportunities during lessons. Their feelings in regard to their strengths and any areas they would like extra support with are recorded and incorporated into their targets.

Word Processing

All pupils handwrite work throughout the Junior School. However, where a need has been established, for example by an educational psychologist or occupational therapist, pupils may word process home learning or extended pieces of class work. Pupils must be able to touch-type before being given permission to word process. The school runs an after school touch-typing club run by an external agency and parents are required to pay for the club.

Please see the Word Processing Policy for further information.

Education, Health and Care Plans (EHC Plans)

Dulwich College Junior School will support pupils with EHC Plans who the school feels will be able to benefit from the academic education it provides and where it can meet pupils' needs. The pupil must be able to pass the assessment criteria once reasonable access arrangements have been put in place.

Links with Teaching Staff

The Learning Support Register and the pupils' Learning Profiles are kept on school management systems such as the Hub and iSAMS, both are accessible to all staff. When a new specialist report is received, the Learning Support Coordinator will discuss the findings with the Form Teacher, pupil and parents.

All pupils listed on the Learning Support Register have a Learning Profile, which is created to ensure that all staff know the following:

- The pupils in their lessons who have an educational need or an identified learning difference;
- The nature and extent of each pupil's strengths and needs so that support and differentiation can be provided;
- Suggested teaching strategies to target the pupil's needs.

The school acknowledges that the SEND Code of Practice (2015) states that 'teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'. All staff are expected to refer to the Learning Support Hub on a regular basis and have an awareness and understanding of the impact of specific learning differences on the pupils in their care.

Arrangements for Admission

Dulwich College is an independent, academically selective boys' school, where all prospective pupils are assessed equally on the basis of competitive examinations for Year 3 and entry into Year 4 or Year 5. Any relevant reports, e.g. from an Educational Psychologist or an Individual Education Plan, are requested to assist in planning any reasonable adjustments during the admissions assessment.

See Admissions Policy for further details.

Extra time and Access Arrangements for Internal Examinations

In internal school examinations, including the 11+, additional time or special arrangements will be given to students with SEND or additional needs who meet the current criteria set out by the Joint Council for Qualifications (JCQ).

Children for whom English is an Additional Language

In order to cope with the demands of life in the Junior School, pupils have to be sufficiently proficient in their use of the English language in the entrance examination. We do not consider English as an additional language (EAL) as a special educational need (SEND). However, we recognise that pupils with English as an additional language may have an underlying specific learning difference that impacts their learning in both English and their mother tongue.

Please see the Junior School's EAL Policy for further information.

Transition

Mrs Gill Benest, Head of Learning Support Transition, is responsible for the smooth transition of pupils with additional needs across the College; this includes pupils entering and moving through the Junior School.

We liaise with feeder schools about new pupils with SEND or additional needs entering at 7+, 8+ or 9+.

Parents are asked to provide reports and information for the entrance examinations and, if necessary, further information is requested before entry.

When pupils move into the Senior School, reports and Learning Profiles are passed onto the Learning Support Department to ensure a smooth transition.

This policy is to be read in conjunction with the Senior School Learning Support Policy.