

Learning Support & SEN Policy

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Learning Support Policy

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1 Aims

The Governing Body, Headteacher, and all members of staff, in conjunction with the Independent Association of Prep Schools and Independent Schools Council, have a responsibility to ensure that every pupil has an equal opportunity to achieve in all aspects of the curriculum including those with SEND.

Our vision is to create a positive learning environment underpinned by our five fundamental values of community, happiness, resilience, relationships and teamwork. We strive at all times to create opportunities for young people to enable them to experience the best education possible and progress towards their senior education.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2 Legislation and guidance

This policy and information report is based on statutory guidance from ***The Independent Schools Standards 2014 Part 1 of Schedule 1 and Part 1 of Schedule 6*** and ***Equality Act 2010***.

The following legislation is interpreted as best practice for independent schools;

Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- ***Part 3 of the Children and Families Act 2014***, which sets out schools' responsibilities for pupils with SEN and disabilities
- ***The Special Educational Needs and Disability Regulations 2014***, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Independent schools with an Early Year's provision must have regard for the Code of Practice for the Early Years Foundation Stage (EYFS).

3 Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4 Roles and responsibilities

4.1 The SENCO

The SENCO is Laura Ball.

They will:

- Work with the Headteacher to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies regarding SEND
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The Headteacher

The Headteacher will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Help to raise awareness of SEN issues at Governing Board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Board on this
- Work with the SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5 SEN Information Report

5.1 The kinds of SEN that are provided for

Our school can currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, mild speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments

5.2 Identifying pupils with SEN and assessing their needs

We will consider each pupil's current skills and levels of attainment on entry, which will build on previous education where appropriate. Class and subject teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Demonstrates significant discrepancies between areas of learning and/or attainment

This may include progress in areas other than attainment, for example, social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

School staff and parents should contact the learning support department if they have concerns regarding a pupils SEND needs.

Staff will complete an expression of concern form identifying their specific concern, its impact, and any strategies and interventions that may have been trialed.

The SENCo and learning support staff will review any concerns raised via school staff and/or parents and will make recommendations or take further actions for example, classroom observations, adjustments to the learning environment, 1:1 internal assessment with SENCo.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have discussions with parents and pupils (when appropriate) when identifying whether they need special educational provision. These communications may be via parents evening, telephone and/or learning support meetings. Senior leaders, teaching staff, and/or pastoral staff may be involved in these discussions.

These communications will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We take guidance from the graduated approach and the four-part cycle of **assess, plan, do, review**.

School staff will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share SEND information with senior schools, or other educational settings the pupil is moving to with parental permission.

All senior pupils will be provided with a written school reference and assessment data will be shared for entrance examinations.

Information regarding examination access arrangements and evidence will be shared with prospective schools upon request.

Pupils may attend interviews and taster days as part of their transition process.

Where pupils with SEND may be moving mid-year information and transitional support will be provided in agreement with parents and the head teacher.

Pupils joining the school will be offered a school tour, meeting with the head teacher and/or SENCo, and taster days.

The SENCo may attend a prospective pupil's current school to make observations and liaise with school staff to gather relevant information.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Wave 1 Support: High quality teaching and targeted differentiation is our first step in responding to pupils who have SEND. Additional resources or materials

Wave 2 Support: Initiated where pupils continue to make inadequate progress following Wave 1 support. Wave 2 support may include interventions such as;

- Additional classroom support i.e. Teaching Assistant
- Targeted group intervention such as; social communication, literacy, numeracy.
- 1:1 intervention from Learning Support staff.
- Additional resources and materials

Wave 3 Support: Initiated where pupils continue to make inadequate progress despite additional provision at wave 2. We may seek advice and/or involvement from external support services.

Wave 3 support may include:

- Specialist assessment such as; Educational Psychology Service, Speech and Language Services.
- Training and advice for staff from external services.
- 1:1 intervention from external professional
- Additional resources and materials

Request for Education Health and Care needs assessment (EHCPs): If a pupil fails to make adequate progress and has demonstrated a significant cause for concern the school and/or parent/carer may decide to request that the Local Authority undertake Education Health and Care needs assessment. This assessment *may* lead to a pupil being granted an Education Health and Care Plan.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Allowing pupils access to specialist areas and support staff should their learning needs or disability require i.e. Learning Support Department
- Access Arrangements are used to enable pupils with SEND to access internal and external examinations. The criteria for these arrangements are implemented in accordance with information produced but the Joint Council for Qualifications (JCQ).

5.8 Additional support for learning

We have a team of learning support and teaching assistants who are trained to deliver high quality support to pupils with SEND. All of our LSAs and TAs have regular internal and external training opportunities to ensure we are able to provide the most appropriate support to all pupils.

We may work with some of the following professionals to provide support for pupils with SEND:

- Educational Psychologists
- Local Authority SEND Team
- Speech and Language Therapist
- Counselling and Art Therapist
- Occupational Therapist

5.9 Expertise and training of staff

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils staff are encouraged to undertake training and continued professional development.

Our SENCo is a fully qualified teacher.

All teaching staff, NQT, Student Trainees, and support staff undertake induction training that includes SEND provision, practices, and pupils on roll with SEND needs.

The SENCo attends relevant training offered through the local authority, PSB meetings, and liaison with other school SEND leads to ensure we are in accordance with up to date SEND practices. Training from external bodies are scheduled to offer opportunities for all staff to develop their practice.

5.10 Securing equipment and facilities

We ensure that pupils with disabilities have access to all equipment and facilities required to ensure they are able to take advantage of the full curriculum. This includes access to a disabled toilet, parking bays provided at the front of the building, where necessary access to ground floor lessons and medical support. Should a disabled pupil require a specific provision the school will do its utmost to meet their requirements.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress and learning profiles termly
- Reviewing the impact of interventions on a termly basis
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Lesson observations and learning walks

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All pupils are included in all parts of the school curriculum and community, no pupil is ever excluded from taking part in activities because of their SEND or disabilities.

We ensure that any pupil with additional needs due to their SEND status or disability is not treated less favourably and appropriately supported to engage alongside those who do not have SEND.

These steps could include providing additional adult support, specific guidance for school staff, alternative arrangements for access to an activity, access to pastoral or medical staff, a medical or healthcare plan, or individual provision map.

A range of extra-curricular activities are offered after school and pupils with SEND are encouraged to take part according to their individual interests.

All pupils are encouraged to attend any school trips offered including day and residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Pupils with disabilities have access to a disabled toilet and disabled parking bays are provided at the front of the building. Please see our accessibility plan

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

5.13 Support for improving emotional and social development

We are an inclusive school that welcomes and celebrates diversity. All school staff support pupils to develop their emotional resilience and encourage self-belief to achieve success.

The school is staffed with experienced and skilled support staff who work with pupils who may require additional support within or outside of the classroom.

The school has a student council where all pupils are invited to contribute to their own learning and active citizenship.

All pupils in year 8 are invited to apply for the position of prefect, and those successful candidates can subsequently interview for Captain of School.

All pupils are allocated a house in year 3 and a tutor group in year 5, where they will be encouraged to work with and support one another in various competitions and activities.

We have a zero tolerance approach to bullying, please see the school's Anti-Bullying Policy and Behaviour Policy.

5.14 Working with other agencies

We may work with external agencies to ensure the support and well-being of all pupils including those with SEND.

Where required the SENCo may request the support of external expertise to support or assess pupil needs.

The Designated Lead for Safeguarding and Safeguarding Team work with the Local Authority and Children's Social Care to ensure the safeguarding of all pupils.

The SENCo will liaise with the Local Authority SEND team in order to ensure all provision for pupils with EHCPs are appropriately met.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance.

Please see our school complaints procedure and policy for more information. This is available on the school website.

5.16 Contact details of support services for parents of pupils with SEN

[Hampshire SENDIASS](#)

[SEND Advice Surrey](#)

[Information, Advice and Support Services Bracknell Forest \(Formerly Parent Partnership\)](#)

5.17 Contact details for raising concerns

Parents or carers are invited to contact their child's class teacher, form tutor Head of Year or the SENCo should they have concerns about SEND.

SENCo – Miss L Ball

lball@yateleymanor.com

Tel. 01252 405500

5.18 The local authority local offer

[The Hampshire local offer for Special Educational Needs is published here](#)

6 Monitoring Arrangements

This policy and information report will be reviewed by the Senior Leadership Team every year. It will also be updated if any changes to the information are made during the year.

7 Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

8 Access Arrangements

What are access arrangements?

Access arrangements allow pupils with specific needs, such as special educational needs, disabilities or temporary injuries to access an assessment and show what they know and can do without changing the demands of an assessment. These arrangements must level the playing field rather than give a pupil an unfair advantage.

The Equality Act 2010 requires reasonable adjustments to be made where a pupil, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. Reasonable steps should be taken to overcome that disadvantage.

The awarding of access arrangements for pupils in year 9 or above and those taking early entry GCSE or equivalent is overseen by the Joint Council for Qualifications (JCQ) and procedures are set out in the [Regulations and Guidance – JCQ Joint Council for Qualifications](#). The school has regard for JCQ guidelines as best practice for awarding access arrangements to pupils.

Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives.

Extra time will not be permitted in examinations testing the time in which a skill is performed, such as expressive arts, a musical performance, a sport, or where timing is an explicit part of the assessment objective.

When will a pupil be provided with access arrangements?

Pupils may not require the same access arrangements in each subject. Subjects and their methods of assessments may vary, leading to different demands of the pupil. SENCoS must consider the need for access arrangements on a subject-by-subject basis.

Multiple arrangements may be granted and can include; 25% extra time, reader, word processor, supervised rest break, separate venue, read aloud, prompt.

Arrangement(s) put in place must reflect the support given to the pupil in their learning, for example:

- in the classroom (where appropriate);
- working in small groups for reading and/or writing;
- literacy support lessons;
- literacy intervention strategies;
- internal classroom assessments;
- end of year examinations/mock examinations.

This is commonly referred to as 'normal way of working'.

There may be circumstances within classroom assessment where a pupil is provided with a differentiated assessment in place of access arrangements in order to inform the class teacher of progress. In these instances access arrangements may not be required as the demand of an assessment has been adapted to meet a pupils individual needs. This will be at the discretion of the class teacher in consultation with the SENCo.

The SENCo must work with teaching staff, support staff and the exams officer to ensure that approved access arrangements are put in place for relevant internal assessments, mock examinations and examinations. A pupil must have appropriate opportunities to practise using the access arrangement(s) before any formal examination.

If a pupil has never made use of the arrangement granted to him/her, e.g. 25% extra time or supervised rest breaks, then it is not his/her normal way of working. The SENCo may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage. (The SENCo would have monitored the use of the arrangement in internal school assessments and mock examinations.)

Can I request that my child be given access arrangements?

As parents/carers you may of course advise the school if you feel that your child may benefit from particular access arrangements but this alone is not a reason to grant or trial that arrangement. This decision rests with the school and is made by the SENCo informed by your child's teachers. Reports from outside agencies are considered and used as supporting evidence for an arrangement. However, these can only advise. The emphasis should be placed on a pupil's normal way of working (NWOW) within subjects.

Should you have any questions regarding access arrangements for a pupil please contact Laura Ball, Head of Learning Support.

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