

THE KING'S SCHOOL IN MACCLESFIELD



LEARNING SUPPORT POLICY (FOUNDATION)

Introduction

This policy details how The King's School seeks to ensure that the necessary provision is made for any pupils who have special educational needs. The Learning Support Department will communicate these needs to all who are likely to teach these pupils. The school is committed to a policy of inclusion, equal opportunity and follows the statutory guidelines on special educational needs.

All pupils have a right to be able to access and gain fully from the curriculum. In certain cases for this to be possible, pupils may need a greater degree of differentiation and support to realise their potential. The individual needs of all pupils cover a wide spectrum; disabilities and specific learning difficulties exist across the ability range. The King's School has a well-established Learning Support Department where the level of support offered by the department will try to reflect the diverse needs of the pupils on its register.

Key Definitions

Definitions of pupils with Learning Difficulties Special Educational Needs and Disabilities (SEND):

Children have a learning difficulty if:

- They have a greater difficulty in learning than the majority of pupils of the same age; or
- They have a disability which prevents or hinders them from making use of educational facilities that are provided for children of the same age.

Special Educational Provision

Special Education provision means provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age as part of the school's usual differentiated curriculum and strategies.

Aims

- To provide a range of in-school provision with the greatest possible access to a broad and balanced curriculum;
- To ensure that the identification and assessment of SEND is completed as early as possible;

- To consult parents and notify them of any assessments or support arranged for their child and provide regular opportunities for them to participate actively in reviews of their child's progress and provision;
- To seek further advice from external agencies such as medical practitioners or psychologists when the need arises;
- To encourage and involve the pupil in decision-making on the form of support they require and facilitate their development as independent learners with high self-esteem;
- To ensure that pupils benefit from extra time or other special conditions in school and public examinations as required;
- To construct SEN Support Plans (SSP) and Pupil Profiles to communicate the needs of the pupils with staff;
- To promote on-going professional development on special educational needs for academic and pastoral staff.

Legal Framework

This policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with special educational needs (SEN) and disabilities (D). These include the SEND Code of Practice: 0-25 years (January 2015) and Equality Act 2010

Admissions and Entrance Exam

Pupils with special educational needs are admitted to King's provided that they have the ability to access the curriculum and benefit from the provision on offer without detriment to themselves and the other pupils in the school. Some will join with an Education and Healthcare Plan (EHCP) from the LEA that places a duty on the LEA to monitor and review provision for that pupil. Parents are encouraged to include information about specific learning difficulties with other details as part of the admissions procedure. They are also asked to provide a copy of the diagnostic report and to speak to the Learning Support Department prior to their child's entry to the school concerning any special needs they may have.

The Learning Support Department organises and conducts an exam session where pupils' special needs can be taken into consideration. In some cases, this may involve extra time, scribe or the use of a laptop amongst other arrangements.

The Role of the Head of Learning Support (the special educational needs coordinator):

- Overseeing the day-to-day operation of the school's SEN policy;
- Liaising with and advising colleagues;
- Managing the Learning Support Department and the team of teachers and assistants;
- Coordinating provision for pupils with special educational needs;
- Overseeing the records of all pupils with special educational needs;
- Liaising with parents of pupils with special educational needs;
- Contributing to the training of staff on special needs;
- Liaising with external agencies including psychologists, psychiatrists and hospitals;
- Working with the Examination Officer to provide documentation and recommendations for suitable access arrangements.

Examples of specific strategies taught or disseminated:

- Recommendation for differentiated classroom instruction or accommodation;
- Phonological awareness;
- Individualised spelling programmes;
- Oral and written language skills;
- Organisation, active reading/listening and study skills;
- Remedial mathematics;
- Social/behavioural skills;
- Assistive technology for Specific Learning Difficulties.

Additional provision

For pupils requiring extra support, the Department offers the following:

- Study skills classes;
- Spelling programmes;
- In-class support when required by the class teacher for a specific student;
- Some specialist subject specific one to one/small group support.

The Learning Support Register

The Learning Support Register of all pupils with special needs is on iSAMS. All staff are required to ensure they have details of all the needs of pupils they teach. The Learning Support Department updates the register as pupils are added and also informs subject teachers of any changes via email.

As concerns are raised about pupils' achievement or progress, over and above the level at which a class teacher with good practice will deal with, they will be assessed and may be placed on the SEND register. This may happen as they progress through the school or before they enter secondary education and they will be identified through consultation with primary schools including King's Infant and Junior Division. Learning difficulties and more complex problems come under the Head of Learning Support, whilst emotional and behavioural difficulties are the responsibility of the Heads of Year and Pupil Managers. As the level of concern increases, and the amount of support needed increases, pupils can be placed at higher levels of the graduated response for the identification and assessment of special needs.

Referral Process

Many pupils have already had their specific learning difficulties or special needs detected at primary school, including King's Infant and Junior Division, and such pupils are placed directly on the register. However, there always will be pupils whose specific problems become more identifiable at the various academic stress points such as entering secondary school and examinations. All staff are involved in the identification, reporting and referral of difficulties to the Learning Support Department.

The subject teacher observes that the student is having difficulties beyond what would normally be anticipated and informs the Head of Learning Support. If the subject teacher believes that, despite assistance, the student is still experiencing difficulties and not making progress, the subject teacher should contact the Head of Learning Support with details of the concern.

The Learning Support Department collects data and makes an initial assessment of the student. The parents are contacted and steps agreed upon. Learning Support e-mail the Head of Year outlining recommendations, with copies to Form Tutor and subject teachers. If the difficulties are seen as on-going, requiring external assessment, targets will be set and the student will be entered on the register.

Pupils' progress will be regularly reviewed through assessment of effort and attainment in curriculum subjects. For those with an EHCP, SSPs are used to help teachers cater for the pupils' individual needs and to advise them on differentiating tasks where appropriate.

SEN Support Plans (SSPs)/Pupil Profiles

The SSP is drawn up by the Learning Support Department following the needs of the pupils and, where relevant, from the particular Educational Psychologist/other external advisor. The pupils and parents involved are fully consulted throughout the process.

The SSP is distributed to the relevant staff and copies are placed on 365 in the Learning Support folder. Staff are responsible for printing their own copies for information. Reviews of the pupils are held termly and any amendments to the SSP circulated.

All subject teachers should have a copy of the SSP or notes in their teacher planner to ensure lessons are planned incorporating any special needs.

Pupils with an EHCP will have an SSP produced through consultation with teachers, parents and the pupils themselves. Targets are set which, if achieved, would have the most beneficial impact on the progress of the pupil at that particular time. These SSPs are reviewed each academic year.

In addition, pupils who receive Learning Support, but don't have an EHCP, are encouraged to write a Pupil Profile. This document provides relevant information to staff relating to the individual needs of the pupil. This is written in their own words and reflects their view of their own needs.

Partnership with Parents

The King's School regards the partnership with parents of paramount importance in the education of the pupils and even more so when there are special needs.

The Learning Support Department is represented at all parents' evenings and consultation days. Parents receive copies of SSPs and information on support sessions. The department encourages parents to make appointments to discuss any provision, SSPs or concerns.

The Head of Learning Support will undertake all necessary discussions with parents concerning referrals to Educational Psychologists or other specialists.

Reasonable Adjustment for Special Educational Needs

The school is committed to improving access for pupils with special needs and will strive to make reasonable adjustment. The school is accessible to wheelchair users. Where a pupil has an EHCP, the school will provide, and implement effectively, education which fulfils its requirements.

Access to the Curriculum

It is expected that all pupils will follow the full curriculum unless there are clear circumstances which mean that they would be better served by ‘dropping’ a particular subject, namely if they have a specific learning need, impairment or disability which is severe enough to mean that they would find it hard to fulfill their potential studying the full range of subjects on offer.

In the event of a pupil’s parents requesting that a pupil be allowed to drop a subject to receive extra support, the decision will be taken by the Deputy Head (Academic) in consultation with the Principal of the relevant Division, the Head of Learning Support and the relevant class teacher and Head of Department, and will be based on classroom performance and assessments as well as consultation with parents and any relevant literature such as Educational Psychologists’ reports.

Staff Development

The school places great value on staff being kept fully informed of recent and applicable teaching practice for disabilities, specific learning difficulties and emotional behavioural difficulties and training courses are held regularly. At the beginning of the academic year, staff are briefed by the Head of Learning Support on ‘Specific Learning Difficulties & Disabilities’ and the policy in process.

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