DUCKS
KINDERGARTEN & INFANTS' SCHOOL

DUCKS Learning Support Policy

Introduction

At DUCKS we have high expectations and aspirations for all our children. We are committed to enabling every child to build the essential skills which will empower them to reach their utmost potential. We promote the belief in what may be possible and a view of ability that is flexible, not fixed. This ethos reflects the value we place on diversity and the respect accorded to all individuals. Enabling all pupils to participate in the full range of school life forms the underlying principle upon which our provision of support and enrichment for learning is based. Enrichment and support of children's differing needs is a collective whole-school responsibility.

Children may have additional needs at any time in their lives. It is therefore essential that this policy provides a clear framework for identification, assessment and provision for any pupil who may have special educational needs and/or disabilities (SEND). Our aim is to enable pupils to be confident in their abilities and intrinsically motivated.

The purpose of this policy is:

- To ensure all pupils, including those with SEND, access a broad and balanced curriculum.
- To provide adaptive learning including/and differentiated activities to ensure teaching addresses the unique needs of individuals.
- To ensure a robust system, where all staff are involved in the identification, assessment and individualised provision for any pupil with SEND and or learning difficulties.
- To provide appropriate support for teachers, enabling them to meet the learning needs of all pupils.

Definitions

This policy and DUCKS' 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 SEN 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:

- has significantly greater difficulty in learning than the majority of others of the same age; or
- 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.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition of the two bullet points above when they reach compulsory school age or would do so if special educational provision was not made for them.

At DUCKS we recognise that it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. It is important to recognise that there may be pupils who do not have SEN as defined by the Code but are nevertheless hindered from fulfilling their potential without tailored recognition of their needs and individualised provision.

Learning enrichment and support is the educational provision that is additional to or different from what is generally made for other children of the same age. For a child under two years of age, this means educational provision of any kind.

Section 20 of the Children and Families Act 2014 makes clear that a child does not have a learning difficulty or disability solely because the language in which he or she will be taught is different from a language which is spoken at home.

Policy Objectives

- To identify at the earliest opportunity any pupil who may have special educational needs
- To make clear the identification, assessment and provision process for children with SEND
- To conduct a regular review of pupils' progress, ensuring our children have a voice in this process
- To provide different levels of intervention depending on each pupil's need
- To provide pastoral care, support and enrichment for each pupil so they develop a strong sense of self-esteem
- To ensure all staff are aware of pupils' individual needs and give guidance on how to provide for these in the classroom environment and elsewhere
- To recognise the importance of the parent/pupil partnership in the progress of pupils and involve parents/carers fully in the education of their child
- To work in conjunction with any relevant outside agencies
- To identify the roles and responsibilities of staff in providing for children's additional educational needs

Responsibilities

In DUCKS, the Head and the SENDCo hold responsibility for overseeing the provision for children with SEND. The SENDCo is responsible for working with staff to enable the management of the day-to-day provision of education for pupils with SEND within the Infants' School and Kindergarten.

The role of the SENDCo

- Carries out initial screening
- Plans and teaches 1:1 and group sessions as well as providing in class support
- Tracks and monitors pupil progress
- Evaluates the effectiveness of specialist and non-specialist provision
- Keeps up to date with relevant legislation, research and established best practice
- Ensures interventions are time-managed and targeted with the children's needs at their core
- Ensures a smooth transition when children join the school (including at the EYFS) or move to another school, including Dulwich College
- Revises policies and procedures
- Manages the day-to-day operation of the policy
- Assists in the monitoring of progress
- Works with teachers and pupils to create target plans
- Alongside the class teacher, co-ordinates the provision in response to the child's needs.
- Supports and advises colleagues of the best practice in the enrichment and support of the children with SEND
- Oversees the records of all children accessing Learning Support including children that are on the SEND or monitoring registers (Learning Support Tiers) and maintains and ensures all records are up to date and accurate.
- Acts as a link with parents in collaboration with class teachers
- Acts as a link with external agencies such as specialist assessors, educational psychologists and health and social care professionals
- Monitors and evaluates the additional educational needs provision

- Manages a range of resources to enable appropriate provision for children with additional educational needs
- Contributes to the professional development of all staff in regard to supporting children's academic and emotional / social needs
- Advises and supports teachers about the specific needs of the children that they teach
- Liaises with the Learning Support Teaching Assistants

The SENDCo is supported by two Learning Support Teaching Assistants.

The role of the Learning Support Teaching Assistant

- Plans the provision and undertaking of teaching of 1:1 and group sessions as well as providing in class support
- Works with SENDCo, teachers and pupils to create target plans
- Assists in completing initial screening
- Communicate with teachers about the specific needs and observations of the children who they support
- Maintains the SEND records of the children who they support, adding observations and commentaries and ensuring that the records are up to date and accurate
- Reports to parents guided by the SENDCo and class teacher

All teaching staff

All teaching staff are expected to be familiar with pupils' individual needs and adapt learning activities and resources accordingly. The Key Person/teachers give extra care and respond to children's needs by:

- Planning to develop children's understanding through the use of all available senses and experiences
- Being aware of the pupils in the school that are on the SEND and Monitoring Registers (Learning Support Tiers)
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

- Liaising with the SENDCo and the Learning Support Assistants about progress and support
- Helping to set 'SMART' targets to monitor progress

Identification and Assessment of Pupils with (SEND)

Areas of Need

Our SEND provision responds to a child's identified needs. Support might be required in one or more of the following categories:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs
- medical needs

All pupils at DUCKS receive high-quality teaching. Teachers are committed and passionate. They have high expectations and employ a broad range of teaching strategies which they adapt to meet the needs of their pupils. Teachers use relevant assessment information to inform teaching and learning. This is then utilised in the early identification of additional need(s).

We adopt a cyclical approach to supporting SEND children. This process involves the 'assess, plan, do, review' sequence as recommended by the SEND Code of Practice (2015).

Identification and Assessment of a Child with SEND

Early identification involves effective tracking of all pupils by the class teacher or EYP. Any children that may cause concern because they fall significantly outside the expected developmental range or do not make the expected progress against indicators will be closely monitored. However, concerns can arise in different ways including through parent/carers, involvement of support services or from observations by staff.

During each academic year, pupils in Reception and Key Stage 1 complete standardised reading, spelling and mathematics tests. Test results, alongside formative data are reviewed by the class teacher. Low scores with formative observations are identified and highlighted to the SENCo as well as the parents. If it is felt low scores may indicate a learning need the SENDCo may undertake observations in class and further assessments to give a clearer representation of need. On occasion, the SENDCo 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 another external agent may be a recommended avenue for the parents to explore. The SENDCo, if requested, can recommend external specialists and support making referrals to external

specialists and or external professionals. Where children are identified as having more complex needs, and needing more provision than is ordinarily available an application for an EHC plan may be suggested.

DUCKS endeavours to implement all reasonable recommendations given in reports written/provided by external specialists/professionals. Lessons with the Learning Support Team may then be arranged.

Children suspected of having additional learning needs are closely monitored throughout the year through discussions with the Learning Support Team, parents and teachers. Parents are kept fully informed throughout the process.

Provision – A Graduated Approach

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

Where a child may show that they are experiencing difficulties in accessing the curriculum for any reason, the class teacher/EYP will plan interventions that are different from or additional to those provided as part of the school's usual working practices. The key person/EYP will keep parents fully informed and draw upon them for additional information. The SENDCo will consult with the teacher and give ongoing advice ensuring that knowledge and skills are shared to fully support all children.

If it is deemed the child is not making progress following the graduated approach the SENDCo will suggest an outside agency for further screening or will be involved to screen the pupil. Parents' permission will be sought prior to this. The outcomes of this screening will dictate the nature of further support and / or enrichment. The SENDCo will determine a personalised programme for the individual pupil that may involve:

- Adaptive learning in the classroom, enriched and directed by the Learning Support department
- Individualised outcomes – focused target setting
- Additional interventions such as small groups or 1:1
- Pastoral support
- Referral to external specialists

If it is deemed that a child requires out of class support they will receive additional or different help devised by a member of the Learning Support Team. Children follow cumulative, multi-sensory programmes which are tailored to their need. Interventions for English/Literacy (including: reading, comprehension, dictation, phonics), Maths, fine motor, speech and language 'top up' and social skills are available. Social and emotional skills groups are called 'Buddy Groups' and they are carefully timetabled so that the pupil does not miss any core curriculum teaching or games sessions. These sessions support children's emotional literacy using the anchor tools of RULER.

The progress of children on the SEND Register (Learning Support Tiers) is monitored closely. If it is seen that a pupil is making good progress and is working significantly closer to the level expected of a child of his or her age, we will consult with parents and move the pupil back through the stages of our graduated approach.

Record Keeping

The SENDCo maintains registers of pupils identified as having SEND or additional learning needs. Parents/Carers will be informed if their child is placed on any such register. This registers are circulated to all members of staff at the beginning of each academic year. These lists can be found on OneDrive and are updated regularly. The document contains the names of any children with additional needs and the nature of any identified specific difficulty.

In working closely with parents, we hope that any intervention can be reinforced at home which will support and contribute to the overall progress of the child.

Evaluation of Provision

We achieve educational inclusion by continually asking ourselves:

- Is there a measurable impact on the child's learning progress?
- Are we successful in preparing pupils for their educational transition?

Class teachers and the Learning Support Team meet regularly to monitor progress. The Head Teacher, and SENDCo meet weekly to review individual pupil progress as required. Parents are kept informed of their child's progress regularly, and the SENDCo are also available to talk to parents by appointment in collaboration with the class teacher/EYP throughout the year and at Parents' Evenings and a written report is provided for parents at the end of the summer term.

Pupils are encouraged to feedback on their provision through metacognitive opportunities during lessons, a yearly wellbeing assessment and target plan reviews. Their feelings in regard to their strengths and any areas they feel they need extra support are recorded.

Transition

Where children move between year groups or from the Kindergarten to the Infants' School, we have a well-established transition period and effective information sharing procedures.

When moving to new schools, parents are involved in agreeing the information that is shared with the next setting. To ensure a smooth transition for pupils moving onto Dulwich College Junior School, meetings are held between the SENDCo in the Infants' School and the Learning Support Coordinator in the Junior School. Parents will be informed that a meeting has been held and records passed over, they will also be encouraged to meet with the Learning Support Coordinator at the Junior School.

Local Offer

The SEND Local Offer is a resource which is designated to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families that have an Education, Health and Care Plan and those who do not but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The Southwark Local Offer can be found at: http://localoffer.southwark.gov.uk/

Children for whom English is an Additional Language

Please see DUCKS EAL Policy.

Framework

This policy operates within wider national and local policy framework and other DUCKS Policies, which include:

- The Education Act 2002
- The Equality Act 2010
- The Children and Families Act 2014, SEND Regulations 2014 and SEND Code of Practice 2015
- DUCKS Admissions Policy
- DUCKS Accessibility Plan

Policy Owner:	Head of DUCKS
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