



# SOLIHULL

## Learning and Curriculum Support Policy

**Owner:** Deputy Headmaster  
**Reviewer:** Head of Learning Support, Head of Junior School  
**Last Reviewed:** January 2017

Version 6

## Guiding Principles

This policy has been formulated with regard to the 2015 Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years, the Equality Act 2010, and the Children and Families Act 2014. It incorporates the Senior School and Junior School policies into one whole school policy whilst outlining the shared and distinct practices of both. It will be reviewed annually.

## **SENIOR SCHOOL**

### **1. Introduction**

At Solihull, we have high expectations and set suitable targets for all our pupils. All pupils are entitled to access the full curriculum and take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Statement of Special Educational Need or Education and Health Care (EHC) Plan.

A special educational need (SEN) at Solihull is defined in accordance with the 2015 SEND Code of Practice: 0-25 Years.

### Definitions

According to the 2015 SEND Code of Practice: 0-25 Years (*Introduction xiii and xiv*), "a person has SEN if they have a learning difficulty, which calls for special educational provision to be made for him or her. At compulsory school age, this means he or she has a 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."

The Code of Practice (*paragraphs 6.27 – 6.35*) sets out four areas of SEN:

**Communicating and interacting** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

**Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

**Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

**Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEN that covers more than one of these areas.

SEND is a broader term, which includes a need arising from a disability, which may require support additional to that which is normally offered in school. According to the 2015 SEND Code of Practice (*Introduction xviii*): “Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.”

Solihull’s Learning & Curriculum Support Policy covers matters relating to pupils with SEND. The School has a separate Disability Policy, which relates to pupils with other disabilities, and which should be read in conjunction with this policy.

## **2. Responsibilities**

### Governors

The governors support the staff in carrying out their responsibilities with regard to SEND and Learning Support. The governing body will ensure that the school has a Learning & Curriculum Support policy and that, once a year, Learning Support matters are raised at a governors’ meeting. It has appointed Mr Apollo Mulira as the governor responsible for SEND and Learning Support matters. The annual review by the governors should be of the policy and procedures, and of the efficiency with which the related duties have been discharged. After the annual review, any deficiencies or weaknesses in Learning & Curriculum Support arrangements are to be remedied without delay.

### Headmaster

The Headmaster is responsible for the day-to-day management of all aspects of school life, including provision for pupils with SEND.

### Deputy Headmaster: Academic

The Deputy Headmaster: Academic, is responsible for liaising with the Head of Learning Support, over all matters concerning provision for pupils with SEND.

### Head of Learning Support

The Head of Learning Support, in collaboration with the Deputy Headmaster and on behalf of the Headmaster and governors, takes responsibility for the operation of the Learning Support policy and the co-ordination of SEND provision in school. She manages one full-time specialist Learning Support teacher and four part-time Learning Support teachers, and works closely with teachers, parents/carers, and other agencies where appropriate. She provides guidance to colleagues to secure high quality teaching in the classroom for pupils with SEND. She also delivers 1:1 or small group tuition to pupils with SEND.

The Head of Learning Support holds a specialist qualification in teaching and assessing pupils with SEND. She is an active member of the Professional Association of Teachers of Students with Specific Learning Difficulties (Patoss) and serves on the committee of the local Patoss group. She undertakes regular professional development, covering all aspects

of SEND, and regularly updates her knowledge of Joint Council for Qualifications (JCQ) regulations regarding examination access arrangements.

The Head of Learning Support meets the governor responsible for SEND and Learning Support at least once a term for discussion, and provides him with a report on current SEND matters.

#### Learning Support teacher (full-time)

The Head of Learning Support works in close collaboration with the full-time Learning Support teacher, to deliver advice and support to teaching staff. The Learning Support teacher also delivers 1:1 or small group tuition to pupils with SEND.

#### Junior School Learning and Curriculum Support Co-ordinator (LCSC)

The Head of Learning Support meets the LCSC regularly throughout the year and formally once each term, to discuss pertinent issues, such as transition and 11+ access arrangements.

(See separate Junior School Learning Support policy).

### **3. Aims of the Learning Support Department**

The Learning Support Department aims to enable all pupils with SEND to achieve their full academic potential and to ensure that no pupil's progress is held back by any kind of SEND. We aim to support learning for pupils with SEND within the wider school environment, where every pupil is seen as an individual with individual needs. We aim to do this by making reasonable adjustments for our pupils with SEND within school.

We are committed to promoting as best practice a whole-school approach to Learning Support, in response to guidelines set out in the 2015 SEND Code of Practice. Subject teachers are informed about suitable teaching strategies and supported in implementing these as part of their lesson differentiation.

As a selective school, we recognise that very able individuals may nonetheless experience SEND; we aim to help such pupils realise their true potential. We aim to encourage our teaching staff to develop an understanding of the range of SEND within school, by raising awareness of the ways in which different SEND may affect a pupil's learning. We aim to support teachers by providing advice, information and training on how to differentiate their teaching to accommodate pupils with learning difficulties. We support the Code of Practice (*paragraph 6.23*) in its assertion that "It should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties."

### **4. Objectives of the Learning Support Department**

- To identify at the earliest possible opportunity any barriers to learning and participation for pupils with SEND.
- To identify at the earliest possible opportunity any pupils who have SEND, or who need support in developing particular skills. (See screening and identification, section 8).

- To maintain and publish an up-to-date list, on Staff Only (T:), so that teachers can identify their pupils with SEND.
- To maintain, and publish on the school's management and information system (iSAMS), pupil profiles for every pupil with SEND.
- To provide information and advice on practical teaching strategies to subject teachers, so that they can support a pupil with SEND appropriately in class.
- To publish this information on Staff Only (T:)/ SEND Facts and Teaching Strategies).
- To provide specialist tuition and support, where appropriate, for pupils who have been identified as having a learning difficulty.
- To monitor all pupils receiving additional tuition, in order to show progress against Learning Support targets.
- To support teaching staff in monitoring the progress of their pupils with SEND in order to build a history of need, as required by the Joint Council for Qualifications (JCQ) to support examination access arrangements.
- To support staff in providing evidence of need for examination access arrangements, as required by JCQ.
- To provide training for staff to increase awareness and understanding of SEND conditions such as Dyslexia, Dysgraphia, Dyspraxia, Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Non-Verbal Learning Disorder, and Autistic Spectrum Condition, including Asperger's Syndrome.
- To ensure that parents/carers are regularly informed of the pupil's progress.
- To communicate and liaise with pastoral staff and, where necessary, with outside agencies, regarding the support of individual pupils.
- To maintain appropriate documentation for every pupil with SEND, for annual inspection by the JCQ examinations access arrangements inspector.
- To ensure that the appropriate examination access arrangements are in place for pupils with SEND, and to liaise with the examinations officer in entering access arrangements online.

## **5. Current Provision**

Junior School (Years 3, 4, 5 & 6): A programme of curriculum and learning support is managed by the Junior School Learning and Curriculum Support co-ordinator, who works in collaboration with the Head of the Junior School. Details are available in the accompanying Junior School policy.

Lower School (Years 7, 8 & 9): Pupils are withdrawn on a rota basis from a different subject lesson each week, for individual or small group learning support. Pupils will miss the same subject lesson no more than once a term.

Middle School (Years 10 & 11): Pupils are given individual or small group support at lunchtime, during private study periods, or before school.

Sixth Form: Pupils are given individual or small group support at lunchtime, during private study periods, or before school.

In-lesson observations: Where a concern has been raised, observations of individual pupils may be conducted, following consultation with parents/carers. These are carried out by the Head of Learning Support or Learning Support teacher, in order to identify appropriate teaching strategies for subject teachers to use with pupils with SEND.

## **6. New Staff Induction**

A Learning Support information session is delivered to all new teachers before the start of the academic year. The Head of Learning Support outlines the structure of SEN provision, and provides information on pupil referral procedures. Teachers are told where to find the current list of pupils with SEND, relevant documentation located on iSAMS, and advice based in the staff only user areas.

## **7. Staff Training / INSET**

Learning Support forms part of school's INSET programme, providing opportunities to deliver training to staff in school SEND procedures and current research in the field of SEND. Past INSET presentations have covered topics such as autism, dyspraxia, and how to identify and support SEND in the classroom.

The department has contributed to twilight INSET courses on dyslexia-friendly marking and sharing good practice. The Head of Learning Support, through membership of her professional association, has access to local SEND training opportunities, to which teachers are invited.

In addition to structured INSET training sessions, teaching staff are regularly updated with regard to our pupils with SEND. Pupil profiles and advice on teaching strategies are regularly disseminated and are readily available to teachers on the school's iSAMS and on Staff Only (T:). Staff are also encouraged to approach the Learning Support teachers directly, to access further information about a particular pupil's difficulties.

The Head of Learning Support attends monthly Heads of Department meetings, where she can pass SEND-related information to heads of department, for dissemination to teachers. The Learning Support department also holds regular link meetings with a representative from every teaching department. Part of the link teachers' role is to disseminate current SEND information to members of their department via their own weekly departmental meetings.

## **8. The SEND List**

A list of pupils with SEND is kept and regularly updated by the Head of Learning Support. Electronic copies of the list are forwarded to every member of teaching staff, who are expected to copy relevant details discreetly into their mark books. In addition, teaching staff can always access the current version of the SEND list on Staff Only (T:). They can also access pupil profiles on iSAMS, which summarise individual needs, show current learning support targets and give advice on relevant teaching strategies. Parents/carers and, where appropriate, the pupil, are informed before the pupil's name is added to the list.

Junior School pupils with SEND are included on the same list. This facilitates continuity when pupils transition from Junior to Senior School.

## **9. Pupils with a Statement of SEN or an Education, Health and Care (EHC) plan.**

At present, there are no pupils at Solihull with a Statement of SEN or an EHC plan. In recent years, however, school has had pupils on roll with a LA-funded Statement of SEN, who were supported in school by an LEA-funded Learning Support Assistant. Formal annual reviews of the pupils' provision and progress, in addition to informal twice-yearly reviews, were held in strict accordance with LEA guidelines. Pupils who have a Statement of

SEN or an EHC plan are welcome to apply to join the school, and whilst they must still pass the usual academic selection procedure, reasonable adjustments are made to accommodate their needs.

## **10. Screening, Identification and Referral**

All Third form (Year 7) pupils, in addition to those who are new in Shells (Year 8), Fourths (Year 9) and Lower Fifth (Year 10), are screened as a group for the possible identification of specific learning difficulties. This screening takes place within the first few weeks of the Christmas term. A computer-based programme, the Lucid Assessment System for Schools (LASS), is administered, which tests pupils in a variety of areas: visual spatial memory, auditory sequential memory, nonsense words and segments, spelling, reading and reasoning. The Head of Learning Support, assisted by the Learning Support teacher, review the results and note any pupils with scores giving cause for concern. A document is produced for teachers, highlighting pupils whose results show a weakness in one or more areas, and giving advice on teaching strategies to develop strengths and support weaknesses identified by the screening. This enables the subject teacher to differentiate their teaching approach in the classroom, in the first instance.

Pupils whose LASS results give cause for concern are discussed with Form Tutors, Heads of Year, and parents. Further support and assessment may then be recommended where appropriate.

Pupils may be referred, or may refer themselves to Learning Support at any stage of their school career. As a selective school with very able pupils, we often find that our pupils compensate well for an underlying learning difficulty. This can, but does not always, mean that difficulties are harder to identify. Consequently, we encourage referrals via a variety of routes:

Parents/Carers: Parents/carers are asked to inform the school if their child has already been diagnosed with a learning difficulty, and to request Learning Support for him/her. Where there is no existing diagnosis, a parent/carer may also wish to contact school, as a result of concerns about their child's progress raised at parents' evenings, or as a result of term or exam grades. They should contact their child's form tutor in the first instance; if the concern could be SEND-related, the form tutor will refer it on to Learning Support.

Teachers: A subject teacher may contact Learning Support if they think that a pupil's progress might be affected by an undiagnosed specific learning difficulty. Initially, the pupil's form tutor will gather information from all subject teachers, via a Barriers to Learning questionnaire. Should there be sufficient evidence that progress is being hindered as the result of such a difficulty, Learning Support will become involved.

Pupils: Older pupils in particular are often self-aware of experiencing a learning difficulty, in comparison with their peers. A pupil can make an appointment to discuss such a difficulty at any time, in the first instance with the Head of Learning Support, who will decide on the appropriate action.

We believe that early identification of difficulties is essential; as such, the Junior School takes an active part in initial screening. This takes the form of both reading age and spelling age tests, which are given to all pupils in the Junior School within the first few weeks of the new academic year. In addition the Junior School uses a range of formative and summative assessments to identify pupils whose progress is less than expected, and monitors them carefully.

(See accompanying Junior School Learning & Curriculum Support policy).

### **11. Pupil Profiles**

The profile of a pupil with SEND summarises information about their difficulties, highlighting strengths and weaknesses in the pupil's cognitive profile. Where appropriate, it sets out targets for the pupil to work towards, and advises on reasonable adjustments to help subject teachers support the pupil in class.

At the start of every academic year, the relevant Learning Support teacher, in conjunction with the pupil and using information provided by subject teachers and other professionals, draws up a pupil profile for that pupil. Pupil profiles are working documents, containing targets which have agreed with the pupil. These have been drawn from current subject teacher reports and from discussion with the pupil. The pupil profiles also offer advice on teaching strategies for teachers. They will be reviewed regularly, and adjusted accordingly. If a target has been fully met it will be removed from the pupil profile, and may be replaced with a new target. Pupil profiles are stored and accessed through iSAMS.

### **12. Able, Gifted and Talented**

We consider all our pupils, including those with SEND, to be very able, given the selective nature of the school. We also acknowledge that some pupils may have a special ability, gift or talent, whether it be of a musical, mathematical, linguistic, artistic, sporting, dramatic, or scientific e.g., nature, that will require additional support. It is the responsibility of the school, and subject departments within the school, to ensure that these needs are being met. school caters for able, gifted and talented pupils, including those with SEND, by identifying them and through planning effective differentiation of lessons. They might also be supported through enrichment programmes, cultural visits, courses, visiting speakers, or activities run by clubs and societies. In some cases, departments might arrange specific programmes of study. A Scholars' programme is also operated.

The Assistant Head: Academic is responsible for overseeing this provision, in conjunction with the Teaching & Learning Group.

(See separate Able, Gifted and Talented Policy)

### **13. English as an Additional Language (EAL)**

Although being an EAL learner is not in itself classified as a special educational need, learners with EAL may themselves have additional educational needs, including SEND. EAL learners may also be extremely able, and this should be recognised by school. If a pupil with EAL requires support, the Deputy Head: Academic, in collaboration with the Head of Learning Support, will advise subject teachers how best to provide this in class. Additional 1:1 tuition may be provided by the Learning Support Department, if appropriate. Outside agencies, such as the Local Authority EAL service, may also be consulted if necessary.

An EAL learner may qualify for examination access arrangements. In this case, the head of Learning Support, in conjunction with the examinations officer, will apply for the appropriate arrangements, in strict accordance with JCQ regulations.

(See separate EAL Policy for more details)



#### **14. Access Arrangements and Special Consideration for Examinations**

The Head of Learning Support reviews the needs of all pupils diagnosed with SEND, to ensure that the necessary history and evidence of need is available, to support an examination access arrangement. She also reviews the needs of non-diagnosed pupils, who have been referred as a cause for concern, to see whether these pupils require further investigation or assessment for SEND.

The Head of Learning Support, assisted by the Learning Support teacher, organises the collection and collation of examination scripts and other evidence from teaching departments, to support regulatory documentation kept on file, relating to pupils' examination access arrangements. All documentation is held confidentially; it is made available for annual inspection by the JCQ access arrangements inspector, to demonstrate full compliance with examination board regulations.

The Head of Learning Support collaborates closely with the examinations officer and deputy, to ensure that the appropriate examination access arrangements for pupils are submitted and approved by the specified JCQ deadline.

Details of relevant examination access arrangements are included on the SEND list; they are regularly updated and emailed to teachers, and are also available on Staff Only (T:). Teachers are able to offer the appropriate access arrangement to pupils in class tests and timed assessments, thus establishing the arrangement as the pupil's normal way of working in school, thereby complying with JCQ regulations.

Special Consideration is a non-SEND-related arrangement, which is administered by the examinations officer.

For pupils with SEND, a specialist assessment, Statement of Special Education Needs or Education, Health and Care Plan will be required to support any access arrangements made in any internal tests and end of year exams.

If an access arrangements is needed for the entrance exam, such as the use of laptop, rest breaks, prompter or extra time, this will be facilitated where it is a student's normal way of working within their current school. Supporting documentation, such as qualifying specific learning difficulties (SpLD) assessment scores or a medical letter, must also be made available for consideration by the Learning Support Department.

In the case of requests for extra time, supplementary evidence may be necessary to paint the picture of need. The amount of evidence required will vary according to the student's standardised scores on tests of speed. All requests will be considered by the Head of Learning Support, in accordance with the access arrangements and reasonable adjustments guidelines, specified by the JCQ.

#### **15. Record Keeping and Reviews of Progress**

Two types of record are kept regarding pupils with SEND:

- 1) Learning Support teachers keep a book for each pupil, recording dates and content of lessons delivered to that pupil.
- 2) Each pupil on the SEND list has a file, stored confidentially, which may include the following:
  - A diagnostic assessment report
  - Results of assessment tests carried out

- A self appraisal provided by the pupil
- A copy of the pupil profile
- Copies of end-of-term reports
- Barriers to Learning information
- Details of parental contact (emails, telephone calls, etc.)
- Documentation and evidence for examination access arrangements

Learning Support in the Senior School usually involves working with and supporting pupils to improve their results in curriculum-based tasks and skills. Targets are initially informed both by findings in a pupil's SEN assessment report and by teacher comments in subject reports. Progress is reviewed in target areas, by seeking confirmation of progress in subsequent subject reports, in improved effort and attainment grades, and in comments made directly to Learning Support teachers by subject teachers, parents or pupils. Acquisition of, or improvements in, targeted literacy skills, such as spelling of key words and comprehension, may also be assessed over time within a Learning Support lesson.

Learning Support reports are written at the same time as other subject reports for each pupil with SEND, and Learning Support teachers attend parents' evenings for each year group.

## **JUNIOR SCHOOL**

### **1. Introduction**

The Junior School provides a broad and balanced curriculum for all children. The National Curriculum, in part, informs our planning, which in turn guides and assists in meeting the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers in helping them to fulfil their potential.

These requirements often arise as a consequence of a child having Special Educational Needs and Disabilities (SEND) as outlined by the Code of Practice 2014 (DfE, 2014). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may experience barriers to learning either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child. Central to the policy implemented, is the recognition that any of our pupils may suffer from weaknesses or difficulties in particular areas. In a school which is academically selective, we are aware that *'it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability,'* (DfE, 2014 p96). Our aim is to help all pupils realise their true potential by supporting their learning as best we can.

The Learning Support Department helps to co-ordinate provision made for pupils identified with SEND, and those who may have SEND. Within this provision, Learning and Curriculum Support lessons form an integral part of our curriculum, supporting learning and the acquisition of skills in English and Maths as well as the pastoral development of the whole child.

### **2. Aims and Objectives**

The aims of this policy are:

- to create an environment that meets the specific individual needs of each child;
- to ensure that the specific needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's specific needs;
- to enable all children to have full access to all elements of the school curriculum.

### **3. Educational Inclusion**

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;

- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- 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 and to take part in effective learning.

#### Special Educational Needs and Disabilities

Children with SEND have specific needs that call for special provision to be made '*where their learning difficulty or disability calls for special education provision that is different from, or in addition to that normally available to pupils of the same age,*' (DfE, 2014 p94).

Within the Junior School, the functions of the Learning Support Department are:

- to ensure all pupils who have any kind of learning difficulty, or who need revision of a particular skill, are identified at the earliest possible stage.
- in consultation with teachers, parents and the pupil, to create Pupil Profiles for identified pupils, using information and recommendations from reports from any outside agencies where appropriate
- to provide extra support for pupils who have been diagnosed with SEND
- to monitor the progress of all pupils receiving extra support in collaboration with their form tutor.
- to ensure that subject teachers, form tutors and parents are aware of the pupil's learning needs and the progress they make.
- to ensure that all members of staff are fully aware of the learning difficulties of the pupils they teach.
- to ensure relevant staff participate in the monitoring of each identified pupils' progress.
- to provide advice and training to staff about appropriate teaching strategies and interventions across the curriculum that can support pupils with difficulties.
- to communicate with outside agencies, such as Educational Psychologists, and to provide information for such agencies to assess pupils as appropriate.
- to form part of a team which ensures the smooth transition of SEND pupils between Key Stage 2 and Key Stage 3

#### **4. Assessment and Support**

Early identification and intervention is vital. In line with the Code of Practice, we aim to '*identify needs at the earliest point and then make effective provision to improve long term outcomes for the child,*' (DfE, 2014 p94). The Junior School follows a graduated approach when identifying and supporting individual pupils.

At the beginning of each academic year all children in the Junior School are assessed in Reading, Spelling, Verbal & Non-Verbal reasoning. Children who perform at or below their chronological age in these tests are identified and monitored closely. In addition, throughout the academic year, information from a range of formative and summative

assessments is used in order to identify and highlight pupils whose progress is less than expected.

Where there may be concerns about a child's progress, the form tutor and Junior School Learning and Curriculum Support Co-ordinator (L&CSCo) will closely work together to provide support and differentiated provision for the individual. We believe, *'high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN,'* (DfE, 2014 p99).

If they are still raising concerns and making less than expected progress, they will then be highlighted on the School Information System (iSAMS) with a blue star. A bespoke and unique learning profile for each child will then be created, with information disseminated simultaneously to all staff who teach in the Junior School. At this point, further interventions are put in place in an attempt to secure better progress and to support the pupil effectively. The class teacher will, following consultation with a member of the Junior Management Team (JMT), inform the parents at the earliest opportunity to alert them to concerns and encourage their active support and involvement in their child's learning.

After provisions have been made, any ongoing concerns about progress may trigger a recommendation to parents that they seek the advice of an Education Psychologist (EP), following which a formal diagnosis can usually clarify areas of weakness. Such reports often include the EP making pertinent recommendations which can be used to help us support the pupil where any weaknesses may lie.

Form Tutors assess and monitor children's progress in line with existing school practices, and work alongside the L&CSCo to disseminate the findings from formal diagnostic reports to staff.

### Learning Support

Those children who have Pupil Profiles, similar in design to an IEP and typically accompanied by a report from an Educational Psychologist, are highlighted as yellow or red stars on iSAMS. In addition to on-going provision made in school day-to-day, they will ordinarily have bespoke interventions with the L&CSCo on small group or individual basis.

These interventions and support will address specific recommendations made by an Educational Psychologist or qualified practitioner, and the recommendations of Form Tutors past and present who are very familiar with the learning needs of those children. Learning Support sessions take place outside curriculum time, in addition to each pupil's normal timetable. As well as opportunities for ongoing dialogue and reflection, pupils also concentrate on specific skills and are provided with opportunities to focus on areas where they will benefit from additional support.

The children in receipt of Learning Support will be well known to Junior School Teachers and supported day-to-day in school through differentiated planning and recommendations made on their Pupil Profiles. The L&CSCo and form tutors work closely with parents and teachers to plan an appropriate programme of intervention and support. If further intervention is deemed necessary, the Head of Learning Support will advise on suitable professionals who work closely with the School.

## Curriculum Support

Our L&CSCo has one lesson per week, timetabled simultaneously with an English lesson for every Form in the Junior School, and also one Maths lesson per year group per week with the lower ability set. This timetabling arrangement and availability of support facilitates a more prescient dialogue between each Form Tutor, Maths teacher and the L&CSCo, allowing identified learning needs to be targeted in tandem.

These Curriculum Support lessons provide direct support to a group of children in their classroom or see them withdrawn as a small group to work in our Library during the lesson. The composition of the groups will therefore be fluid and defined by a common learning need, identified in advance. Some pupils may find themselves in these groups regularly, others less so, while others still may rarely, if ever, require this support.

Curriculum Support in the Junior School facilitates small group work in a more intensive capacity, with the aim of closing knowledge gaps that exist between the relevant pupils and their respective cohorts. Ultimately, it is to help all of our pupils to be successful in 11+ examinations.

### **5. Access to the Curriculum**

All children have an entitlement to a broad and balanced, relevant curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's specific needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. To ensure all pupils achieve their full potential, all teachers have '*high expectations for every pupil, whatever their prior attainment, and set targets that are deliberately ambitious.*' (DfE, 2014 p94).

We employ a small-steps approach, and use SMART targets (Specific, Measurable, Achievable, Realistic and Time-related) with all pupils with SEND to help ensure that they remain motivated, engage fully in their own learning and experience regular success.

Individual Pupil Profiles are used by all teaching staff, with SEND pupils highlighted with blue, yellow or red stars on iSAMS, each outlining recommendations to support them in lessons and in the co-curricular life of the school. Through this effective dissemination of information, the form tutor, L&CSCo and all Junior School staff act as a united, accessible and supportive team who SEND pupils, and their parents, communicate with regularly to meet both their pastoral and academic needs. Through this communication and discussion, the full range of an individual's needs are identified and responded to collaboratively.

### **Access Arrangements for Exams and Assessments**

For pupils with SEND, a specialist assessment, Statement of Special Education Needs or Education, Health and Care Plan will be required to support any access arrangements made in any internal tests and end of year exams.

If access arrangements are needed for exams, such as the use of laptop, rest breaks, prompter or extra time, this will be facilitated where it is a student's normal way of

working within school and there is supporting documentation, such as qualifying specific learning difficulties (SpLD) assessment scores or a medical letter.

In the case of requests for extra time, supplementary evidence may be necessary to paint the picture of need. The amount of evidence required will vary according to the student's standardised scores on tests of speed. All requests will be considered by the Head of Learning Support in accordance with the access arrangements and reasonable adjustments guidelines, specified by the Joint Council for Qualifications (JCQ).

## **6. ICT**

ICT offers a wealth of opportunities for pupils with SEND as well as their teachers and parents. It is used to:

- aid communication,
- provide support for teaching training,
- provide a variety of opportunities through software and web accessibility,
- connect learning communities.

ICT is used regularly to support all pupils' learning in the Junior School. Pupils with SEND may benefit from the use of ICT which encourages their autonomy, often promoting practice that reaches beyond school into homes and the community. When used purposefully, technology can help some learners to access the curriculum more easily, and for pupils with SEND, it can offer an alternative, and often less taxing method of learning, with the potential of providing a new route to unlock learning potential.

Within the Junior School, some of our pupils with SEND are encouraged to use a variety of recommended websites and Apps to compliment their learning in school.

Teaching staff use interactive White Boards (IWB) in the majority of lessons and are able to enlarge text and provide screen grabs of teaching materials for those pupils who may benefit from them.

The Junior School also has a set of portable LearnPad tablets which individual pupils can use within lessons to support them with their learning.

## **7. Co-curricular Links**

All pupils in the Junior School are encouraged to participate in the co-curricular life of the school, irrespective of ability. The school offers a wealth of opportunities in sports, creative arts and music, and form teachers monitor each pupil's participation, actively encouraging individual pupils to try different activities and embrace new challenges.

The participation in the co-curricular life of the school of those pupils with SEND is monitored carefully to ensure they benefit from enriching their experience at school through opportunities beyond the classroom. Many of our pupils with SEND experience success and unlock talents through our co-curricular programme so all staff contribute wholeheartedly to help pupils discover success and new learning experiences through a variety of clubs and trips. In addition, all pupils also have opportunities to hold different positions of responsibility in school, including Form Captains, Monitors, Mentors and Representatives on the School Council.

## **8. Partnership with Pupils and Parents**

Pupils with SEND have a unique knowledge of their own needs and circumstances, so we actively seek, listen to and involve all our pupils with SEND in decisions made about how to support them in day to day in school. These discussions are ongoing throughout the year, and pupils know their form tutor and the L&CSCo welcome any ideas they may have to help their learning.

The L&CSCo also carries out annual book trawls alongside pupils to discuss their achievements and provide opportunities for them to feedback their experiences in school, all of which are used to guide future support for pupils with SEND.

At all stages of the learning support process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages and share the process of decision-making by providing clear information relating to the education of children with SEND. We actively encourage our parent body to be involved in their child's education and to make an active contribution to their learning development.

We have regular meetings, provide attainment and effort grades every half term, and also written reports twice a year, to share the progress of SEND children with their parents.

## **9. Monitoring and Evaluation**

The Head of Learning Support and L&CSCo monitor the movement of children within the system in school. They also provide staff and the Head of the Junior School with regular updates of the impact of the policy on the practice of the school.

## **10. Transition and Links with Senior School**

Pupil Profiles are regularly updated and at the beginning of every academic year, and information is transferred and discussed between the L&CSCo, the previous form tutor and new form tutor of each pupil who has SEND. Teachers liaise regularly to try to ensure each pupil has a seamless transition between year groups and key stages.

To aid transition into the Senior School, the Head of Learning Support and the L&CSCo meet before the end of the academic year to share information and discuss each J4 pupil who currently has either a blue, yellow or red star on iSAMs. The L&CSCo continues to liaise regularly with the Head of Learning Support throughout the school year, in addition to also being available to meet with any Senior School teacher to support the transition and learning of individual pupils.

## **11. CPD**

*'Teachers are responsible for the progress and development of pupils in their class.'* (DfE, 2014, p99).

For this reason, in addition to whole school INSET outlined in the Senior School Policy, regular updates and training are provided for Junior School staff to incorporate all pertinent aspects of the SEND Code of Practice into daily practice in the Junior School. The L&CSCo has completed the National Award for SEN Co-ordination and regularly disseminates information regarding current good practice to staff, and also guidance in order to empower all staff members, with support, to monitor and support pupils who have, or may have SEND.



*'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.'* (DfE, 2014, p100).

With this in mind, all Junior School teaching staff are regularly updated with regard to our SEND pupils, and the L&CSCo spends time with Form Tutors, and other subject teaching staff where appropriate, to ensure they understand recommendations which support each of our pupils who have, or may have SEND. Pupil Profiles and advice on teaching strategies for the Four Areas of Need are regularly shared in meetings or through comprehensive emails, with additional generic guidelines being available on 'Staff Only (T:)'.

All staff are encouraged to approach the L&CSCo directly to access further information about a particular pupil's difficulties and to develop their understanding of different educational needs pupils may have. Teaching staff are fully supported if they wish to attend courses to further develop their knowledge of SEND.

Reference:

Department for Education (DfE) Special Educational Needs and Disability Code of Practice: 0 to 25 years (July, 2014)

***Updated by ERH/DEP January 2017***