



**SOLIHULL**

# **Learning and Curriculum Support Policy**

**Owner:** Deputy Head (Teaching and Learning)  
**Reviewer:** Head of Learning Support, Head of Junior School  
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Version 7

## 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.

## 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 Education and Health Care Plan (EHCP).

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, that Learning Support matters are regularly reviewed at governors’ meetings and that the school make reasonable provision for Learning Support within its educational remit.

### Headmaster

The Headmaster is responsible for the day-to-day management of all aspects of school life, including ensuring that reasonable provision is made for SEND pupils given budgetary pressures and the educational remit of the school.

### Deputy Head (Academic)

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

### Head of Learning Support (Senior School)

The Head of Learning Support, in collaboration with the Deputy Heads Academic and Teaching and Learning, takes responsibility for the operation of the Learning Support policy and the co-ordination of SEND provision in the Senior School. They work closely with teachers, parents/carers, and other agencies where appropriate. They also provide guidance to colleagues to secure high quality teaching in the classroom for pupils with SEND.

(See separate Junior School Learning Support section below).

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

The Learning Support Department aims to enable all pupils with SEND to be able to access education at the same level as other pupils in the school. Whilst we acknowledge that the school is not a Learning Support specialist, 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 children of all abilities experience SEND; we aim to help such pupils realise their 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 regularly assess identified pupils' needs and ensure that the school has the capability to reasonably provide them with the support they need to access education at the same level as other pupils.
- 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 so that teachers can identify their pupils with SEND.
- To maintain, and publish on the school's management and information system, 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 provide specialist tuition and support, where reasonable and 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 a rotation of lessons, 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 teachers, in order to identify appropriate teaching strategies for subject teachers to use with pupils with SEND.

### In examinations

Access arrangements are agreed by the Head of Learning Support based on current Joint Council for Qualifications (JCQ) guidance and school evidence of need. Where reasonable and possible (please see the statement below), the school will undertake to meet these access arrangements.

### Overall Provision:

The school's provision is regularly reviewed by the Headmaster and the Bursar in line with the school's aims and what can be reasonably accommodated by the school and its finances. They will consider the number of pupils accessing learning support, their level of need, as well as the annual school budgetary limitations. If the school cannot provide the support needed to allow a pupil to access an education at the same level as other pupils due to the above pressures, the school may have to recommend that the pupil find a more suitable institution to meet his/her needs. Alternatively, the school may offer parents the opportunity to fund separately any additional support the pupil might need.

The school reserves the right to charge parents for some of the support provided to pupils in accordance with this policy. Any such proposed charge will be clearly identified and agreed with parents before the support is implemented.

## **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 advised where to find the current list of pupils with SEND and other relevant documentation and advice.

## **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, brain injuries and how to identify and support SEND in the classroom.

In addition to structured INSET training sessions, teaching staff are regularly updated with regard to pupils with SEND. Staff are also encouraged to approach the Learning Support teachers directly, to access further information about a particular pupil's difficulties.

The Learning Support department 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 departmental meetings.

## **8. The SEND List**

A list of pupils with SEND is kept and regularly updated. 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. They can also access pupil profiles, 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 Plan (EHCP).**

Where a pupil has a local education authority (LEA)-funded Statement of SEN or EHCP, and is supported in school by an LEA-funded Learning Support Assistant, formal reviews of the pupil's provision and progress are held in strict accordance with LEA guidelines. Pupils with a Statement or EHCP plan are welcome to apply to join the school. These pupils must pass the usual academic selection procedure and, assuming that the school assesses that is capable of reasonably offering an environment in which the pupil can access education at the same level as other pupils, reasonable adjustments will be made.

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

Whilst taking all reasonable care and working in tandem with parents, the school cannot be held responsible for the diagnosis of a pupil's learning difference.

However, the school does take reasonable action, given the context of normal teaching and practice, to identify where there might be particular barriers to learning.

The ways that issues may be identified are as follows:

- a) Teachers are asked to flag pupils who consistently exhibit significant evidence of underachieving. A barriers to learning investigation is then carried out and if there is evidence of need, a concern is raised with parents. Further investigation with a specialist assessor or educational psychologist may then be recommended by school.
- b) Concerns raised by parents are taken seriously and may result in an investigation of barriers to learning and possibly a recommendation for further assessment.
- c) Non-specialist screening tests are administered to all new pupils. If possible issues are identified, that pupil is reviewed by the Learning Support department, which may result in a barriers to learning investigation being carried out.
- d) Pupils may also refer themselves to the Learning Support department at any stage in their school career which may result in the above procedures being carried out.

Please note, however, that pupils often compensate well for any learning difference, meaning that such a difference may not necessarily offer a significant barrier to learning. Learning differences can present themselves at different stages in development and/or with different levels and types of challenge. Thus it is possible that an underlying learning difference only becomes a barrier to a pupil's learning later in their school career.

#### Pre-diagnosed learning difficulties

Parents/carers are asked to inform the school if their child has already been diagnosed with a learning difference.

### **11. Pupil Profiles**

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

### **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. 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, Specialist Assessment Reports 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. They also review 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 SEN. **School will not accept an assessment report for an existing pupil, which has been commissioned by a parent and carried out without prior discussion with the Head of Learning Support.**

The Head of Learning Support scrutinizes 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 Head, 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 offer the appropriate access arrangement to pupils in class tests and timed assessments, to establish the arrangement as the pupil's normal way of working in school, thus complying with JCQ regulations.

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

For pupils with SEND or an EHCP or relevant medical documentation will be required to support any access arrangements made in any internal tests and end of year exams.

If an access arrangement is requested 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 cognitive processing 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 recognises that 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).

The Learning Support Department in the Junior School helps to co-ordinate provision made for Junior School pupils identified with SEND and those who may have SEND. Within this provision, Learning and Curriculum Support lessons form an integral part of the Junior School curriculum, supporting learning and the acquisition of skills in English and Maths as well as the development of the whole child. They also work closely with their colleagues in the Senior School to support the transition of pupils.

### **2. Assessment and Support**

The Junior School follows a Junior School Graduated Approach (JSGA) when identifying and supporting individual pupils. This can be found in the JS Handbook for new staff.

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.

If they are still raising concerns and making less than expected progress, they will then be highlighted on the School Information System (iSAMS). 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 form tutor will, following consultation with the L&CSCO, 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 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 are highlighted 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 a small group or individual basis.

These interventions and support will address specific recommendations made by an EP professional 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 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.

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 the Acorns 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.

### **3. 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).

Individual Pupil Profiles are used by all teaching staff, with pupils with SEND on iSAMS, each outlining recommendations to support them in lessons and in the co-curricular life of the school.

#### Access Arrangements for Exams and Assessments

For pupils with SEND, a specialist assessment 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).

#### **4. 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 a variety of technologies in the majority of lessons and are able to enlarge text, change background colours and provide screen grabs of teaching materials for those pupils who may benefit from them.

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

## **5. 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.

## **6. 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 pupils with SEND with their parents.

## **7. 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.

## **8. 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 relevant J4 pupil. The L&CSCo continues to liaise regularly with the Head of Learning Support, in addition to also being available to meet with any Senior School teacher to support the transition and learning of individual pupils.

## **9. CPD**

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 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.

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.