SOLIHULL

Learning and Curriculum Support Policy

Owner: Senior School Deputy Head (Academic)
Reviewers: Head of Learning Support (Senior School) and Deputy Head Pastoral (Senior School)
Last Reviewed: September 2026

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.

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.

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– for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.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

Executive Headmaster

The Executive 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 (Pastoral)

The Deputy Head, Pastoral 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 Head Pastoral, 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.

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 and explore their individual strengths relating to SEND. 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, either in terms of greater challenge or greater achievement. 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 database so that teachers can identify their pupils with SEND.
- To maintain and publish on the school's management and information system or learning support software, pupil profiles for pupils with SEND who are in receipt of specialist teaching over and above that provided in the school's standard curriculum.
- 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 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, and Autistic Spectrum Condition.
- 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

Pupils with SEND are not automatically entitled to Learning Support provision in the senior school. The need for additional support is monitored and assessed by the Learning Support team, in conjunction with the form tutor, and wider pastoral team. A holistic view of the pupil is taken, which takes into account, effort level, attainment level and behaviour. Pupils may be invited to attend Learning Support for a short period of intervention or moved between levels of provision, depending on their progress and need. Pupils are not offered curriculum support in the senior school. They are supported with developing skills around their learning which are designed to help them become successful learners, regardless of their learning difference. The ultimate aim is always to enable pupils to become as independent as possible with their education, so that they are ready to tackle the next phase of education.

Lower School (Years 7, 8 & 9): (3rds/Shells/4ths) 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. Larger group provision is also available during lunchtimes.

Middle School (Years 10 & 11) (LV/UV): Pupils are given individual or small group support at lunchtime, during morning tutor time, 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, individual pupils may be observed, following consultation with parents/carers or teaching staff. Observations 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 SEN.

Screening and Analysis: Where a concern is raised by a teaching colleague, parent or by the pupil themselves; pupils sit a digital screening assessment in order to analyse any below average speeds of working in areas such as memory, reading or processing speed. This information is then taken holistically and considered with the pupil's feedback and pastoral picture, so that further support can be offered if necessary.

In examination: 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 Executive 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. In some circumstances, 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 on school SEND procedures and current research in the field of SEND whenever appropriate and necessary. Past INSET presentations have covered topics such as teaching strategies for dyslexia, teaching strategies for ADHD, autism, dyspraxia, brain injury awareness training 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 individual pupils with SEND. Staff are also encouraged to approach the Learning Support teachers directly, to access further information about a particular pupil's difficulties.

8. The SEND List

A list of pupils with SEND is kept and regularly updated. Electronic copies of the list are available to teaching staff via iSAMS software on the staff portal. Staff are asked to make reasonable adjustments for pupils with SEND in lessons and to use the pupil's information to inform their planning and differentiation. They can also access pupil profiles, which summarise individual needs and give advice on relevant teaching strategies.

9. Pupils with an Education, Health and Care Plan (EHCP).

A child or young person with an EHCP is welcome to apply to join the school. They must pass the usual academic selection procedure and, assuming that the school assesses that it 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.
Where a pupil has a local education authority (LEA)-funded EHCP, regular formal reviews of the pupil's provision and progress are held in accordance with LEA guidelines.

10. Screening, Identification and Referral

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

However, the school does take reasonable action, given the context of normal teaching and educational 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 and refer pupils who consistently exhibit significant evidence of underachieving or who teachers consider may be displaying traits relating to a special educational need. An holistic analysis of learning needs 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 a pupil being screened for their speeds of working and for any potential learning difficulties and teacher feedback is gathered where necessary to gain a picture of the pupil's performance in lessons. Parents are contacted when there is a recommendation for further assessment and to update them on our plan of provision for the pupil when necessary.
c. 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 or SEN.

11. Pupil Targets

The provision for pupils accessing Learning Support is reviewed termly by their lead Learning Support teacher. Each pupil is supported by a Learning Support teacher in a Wave 3 provision. The screening results, teacher feedback, pupil voice and pupil reports are all taken into account to develop individual skills with each pupil so that independent learning can be developed and embedded. Where possible, all provision is tailored to the needs of individual pupils.

12. 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. Where this is the case, following discussion with the EAL Co-ordinator, additional support may be offered. Group EAL support is available depending on the need of the pupil and where necessary, more intensive EAL support can be offered.

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).

13. Access Arrangements, Specialist Assessment Reports and Special Consideration for Examinations

The Head of Learning Support reviews the needs of all pupils diagnosed with SEN, to ensure that school has the necessary history and evidence of need, to support application for an examination access arrangement. The Head of Learning Support 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 SEN. **School will not accept an access arrangements assessment report for a current pupil, which has been commissioned by a parent and carried out without prior discussion with the Head of Learning Support. This is because JCQ advise that all assessors need to have a working relationship with our setting. All parents are advised to contact the Head of Learning Support in the first instance, if they have a concern about their child's learning.**

The Head of Learning Support scrutinizes examination scripts and other teacher evidence to support regulatory documentation kept on file, relating to pupils' examination access arrangements. Relevant medical evidence may also be required. All documentation is held confidentially; it is made available annually for inspection by JCQ to show school compliance with examination board regulations.

The Head of Learning Support collaborates closely with the examinations officer and Assistant Head Pastoral, 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 and on Provision Map; they are regularly updated. 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, as required by JCQ.

Special Consideration is a non-SEN-related arrangement, which is administered by the Examinations Officer.

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 where necessary.

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 depending on 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. All arrangements regarding access arrangements are the final decision of the school at all times.

14. Record Keeping and Reviews of Progress

Two types of record are kept regarding pupils with SEND:

1. Learning Support teachers keep a file or workbook for each pupil, recording dates and content of lessons delivered to that pupil. Increasingly, the record logs for lessons are also being collated digitally where possible.
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 copy of the pupil profile
- Targets and Provisions for pupils receiving specialist support
- 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 specific skills. Targets are initially informed both by findings in a pupil's SEN assessment report, from screening results and from reviewing 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 when full reports are written in other subjects for each pupil with SEND who is in receipt of Wave 3 provision. Following parents' evenings, the Learning Support teachers will be available by appointment, so that the overall summary of parents evening feedback can be discussed and so that the appropriate skills targets can be reviewed and updated in Learning Support, if necessary.