



HEREWARD HOUSE SCHOOL

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Learning Support Policy

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Policy ratified by: SMT

Date of publication: 15th September 2018

Date of next review: 1st September 2019

Governor responsible for policy: Alex Jenne

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Our School's Aims

At Hereward House we aim to provide a warm, welcoming and safe atmosphere in which every child can thrive and feel comfortable. Whilst embracing the highest academic aspirations for our boys, we believe that a school should not be an exam factory. We strive to create a stimulating, purposeful and happy community, where every child feels valued and secure. We aim to be a school where boys will be encouraged and assisted to develop academically, morally, emotionally, culturally and physically. It is our belief each one should enjoy his school days and reflect upon them with pride, pleasure and affection. We are preparing boys not just for senior school, but for life.

1 Introduction

The needs of pupils who are experiencing particular difficulties in any subject area are addressed through a differentiated curriculum within the classroom. However, if it is evident that these pupils require additional support, individual or group tuition is then offered. Learning Support includes the provision made for children with statements of Special Educational Needs and Disabilities (SEN) or Education and Health Care Plans (EHCs), as well as for children with specific learning difficulties (for example dyslexia or dyspraxia), social, emotional and behavioural difficulties (SEBD), Speech and Language difficulties or physical difficulties. A few children for whom English is an additional language (EAL) also require support. Those pupils who are considered to be particularly gifted and talented are also recognized to have different needs, and are provided with additional challenges within the classroom.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 Years (Jan 2015) 3.65 and has been written with reference to the following guidance and documents:

- Part 3 of the Children and Families Act, 2014
- Clause 64, Children and Families Bill, 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 years (amended Jan 2015)
- Schools SEND Information Report Regulations, 2014
- The Special Educational Needs and Disability Regulations, 2014
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Safeguarding Policy
- Behaviour Policy
- Teachers Standards 2012

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Since there is no entry testing when pupils begin their education at the school, class and subject teaching accommodates a wide range of abilities. We are therefore able to meet the needs of pupils with mild or perhaps moderate learning difficulties who do not require a specialist school, including those with a Statement of Special Educational Needs or EHC. In accordance with the Children and Families Act 2014, children with SEN are included in all aspects of school life. The school has due regard to general duties (under the Equality Act 2010) to promote disability equality. Where possible, reasonable adjustments are made to make the setting and its activities accessible to all.

2 Aims

- All boys given every opportunity to achieve their personal best and become confident learners.
- All children access a full range of activities through which they can develop and learn.
- Support is given to children with special educational needs and disabilities so that they have full access to the curriculum.
- Children with special educational needs and disabilities are recognized as individuals and their individual needs are met.
- Children with special educational needs and disabilities are included with their peers.
- We aim to promote positive self-esteem of children with special educational needs and disabilities.
- The staff foster communication between staff/parents/carers/other professionals and agencies.
- We recognize that all children with special educational needs and disabilities are the responsibility of all staff and aim to develop the skills of all.
- We accept and value each other, valuing differences.
- We work in partnership with parents and carers, enabling them to play an active role in their child's education.
- All children with special educational needs are fully involved in all aspects of school life where practicable

3 Admissions

At Hereward House we admit all boys, including those with special educational needs and some disabilities, from the age of four. The only reason that admission would be refused on the grounds of disability would be if the school were unable to make reasonable adjustments to meet the child's needs. The head teacher consults parents prior to admission, and the child's needs are considered. We are able to be flexible in our arrangements due to the size of the school and the inclusive approach taken by staff.

4 Premises and Physical Access

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The school building is a Victorian house with classrooms on each floor from lower ground to third. There is one main staircase inside and fire-escape staircases outside. Due to the nature of the premises, the school is unable to provide wheelchair access or a lift.

Classrooms sizes vary, as do the number of pupils in each. Every effort is made to accommodate the number of children into an appropriate classroom each year. The youngest pupils are accommodated on the lower ground floor leading onto the playground. The art room, the science lab and the main music room are situated across the other side of the playground.

In accordance with health and safety guidelines, passageways are kept clear. The outdoor play area has soft safety paving. There are changing facilities on the lower ground floor. All form rooms and stairways have carpets on the floor to reduce noise levels.

5 Roles and responsibilities

5.1 The Learning Support Coordinator is responsible for the Learning Support Department. He/she has an important role to play with the headmaster and governing body in determining the development of SEND policy and its provision in the school. His/her role also includes:

- Leading on school improvement by co-ordinating whole school strategies for including learners effectively; influencing teachers to identify, assess and plan for pupils' needs.
- Co-ordinating the provision for SEN pupils by liaising with and advising the head, teachers, teaching assistants, parents and pupils and external agencies.
- Overseeing the day-to-day operation of the school's SEN policy.
- Observing teaching and learning in the classroom and giving appropriate guidance.
- Impacting on teaching and learning by contributing to staff training; giving short talks on SEN issues.
- Keeping up to date on current national policies and procedures, and ensuring changes to SEN policy are implemented in the school.
- Providing additional support for any pupil being prepared for external school entrance exams.
- Ensuring that background information is collected, recorded and updated.
- Taking the lead in monitoring and reviewing any action taken to support the boy.
- Developing early intervention strategies, carrying out assessments of ability and advising on appropriate and alternative strategies as a child moves through the school.
- Keeping records and preparing documents for tracking progress such as the tracking folders for all boys with educational psychologist's reports, support plans and pupil profiles.
- Ensuring that these documents are reviewed regularly by all staff.
- Writing reports and analysing data.
- Liaising with the parents and the next school so that the pupil's transition is as smooth as possible.

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- Working with external organizations and seeking advice and support from other professionals.
- Attending meetings with other Learning Support Co-ordinators and SENDCos, and attending courses and conferences outside school.

5.2 The SEND Governor will

- Help raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the headmaster and the Learning Support Coordinator to determine the strategic development of the SEND policy and provision in the school
- Ensure that the Learning Support Coordinator has sufficient time and resources to carry out his/her function. *This should include providing him/her enough administrative support and time away from teaching to enable him/her to fulfil his/her responsibility in a similar way to him/her strategic roles within the school.*

5.3 The headmaster will

- Work with the Learning Support Coordinator and the SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN
- Liaise with parents when a pupil's needs require additional support either inside or outside the classroom or from an external source

5.4 Every class teacher is responsible for:

- The progress and development of every pupil in their class
- Identifying and responding to the individual needs of their pupils
- Working closely with any teaching assistant or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Learning Support Coordinator to review each pupil's progress and development and decide on any changes to provision
- Ensuring this policy is followed
- Managing the teaching assistants on a day-to-day basis for the delivery of interventions

6 Provision

6.1 Identification

- Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty in saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile of every child with SLCN is different and may change over

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time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a very wide range of needs. Specific learning difficulties (SpLD) affect one or more aspects of learning. This encompasses a range of conditions including dyslexia, dyscalculia and dyspraxia.

- Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression or eating disorders. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

- Sensory and/or physical needs

Some children or young people require special education provision because they have a disability which impairs their ability from making use of the educational facilities generally provided. These difficulties may be age-related and may fluctuate over time. These may include some physical needs including visual or hearing impairments and processing difficulties

6.2 Assessment

Pupils are formally assessed each year:

- Transition Baseline assessment within the first weeks of entry and at in the Summer term.
- Form 1 InCAS in January/February, EPIPS in June.
- Form 2 EPIPS in June
- Form 3 EPIPS in June, CAT4 (Cognitive Ability Test)
- Form 4 CAT: internal assessments in November and June
- Form 5 CAT, InCAS, school exams in November and June
- Form 6 CAT4 in mid-October, InCAS, ISEB Pre-Test, school exams in November and June
- CE 2 Some will do CAT and MIDYIS if next school remains uncertain:
School exams
- CE 1 School exams in November and March: either CE exams in June or
Scholarship exams earlier in the year

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Any boy joining the school in Form 3 and above will do the appropriate CAT test to confirm that he will be able to cope with the demands of the work he will be expected to do.

The school adopts a graduated approach to SEND support – **Assess, Plan, Do, Review.**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

It is the role of the Headmaster and Director of Studies to effectively track pupil progress. In addition, the class/subject teachers make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the pupil's previous rate of progress.
- fails to close the attainment gap between the pupil and their peers.
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean that the pupil is recorded as having SEN. This information will be used to determine the level of support that is needed.

After the class/subject teacher has communicated his/her concerns about the pupil, the Learning Support Coordinator writes a report on the findings, which are then discussed with the headmaster, the teacher, the parents and the boy at the earliest opportunity. Discussions will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The school takes into account the parents' concerns
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's file and the parents will be formally notified when it is decided that a pupil should receive support.

Step-by-step course of action when concerns have been raised about a child

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- *The Learning Support Co-ordinator keeps him/herself informed of any concerns about a child that may arise and takes the appropriate action.*
- *If any teacher is concerned about a child, he/she consults the Learning Support Co-ordinator.*
- *The concerns are discussed by Head, Learning support Co-ordinator and form teacher.*
- *If necessary, a classroom observation may be arranged.*
- *The Learning Support Coordinator and the Head discuss a possible course of action. This could be additional support in the classroom, extra tuition in school, or a further consultation with another professional.*
- *The Head speaks to the child’s parents and suggests the course of action.*
- *If required, arrangements are then made to begin lessons with the child at a convenient time.*

6.3 Plan

We record the progress that all pupils make, and share the information regularly with parents. If a pupil needs something additional to, or different from, the level of support given within the classroom, we discuss this with parents and prepare a Support Plan outlining clear targets for that pupil.

The school bases any intervention on a traffic light system:

	DESCRIPTION	SEN INTERVENTION	DESCRIPTION
GREEN	Quality first teaching for all pupils in the class.	None	
AMBER	Catch up programmes and small group support.	Not SEND SEND Support	Specific programme to address lack of progress.
RED	More intensive support tailored to the needs of of specific pupils.	SEND Support Education and Health Care Plan (EHC)	Specific programme involving outside specialists. Formal plan of educational needs, giving the pupil legal right to appropriate support.

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After the pupil's difficulties have been discussed, action may then be taken in the form of extra support, often within a group setting, in the classroom, or the pupil being withdrawn to receive additional support 1:1.

Should additional testing be required, the headmaster would inform the parents and recommend a consultation with an outside agency, for example an educational psychologist or other professional.

Should a statutory assessment of a child's needs be deemed necessary, the Local Authority would be contacted. If an EHC plan is put in place, the school would co-operate in the review process.

Parents are invited to attend Parents' Evenings in February/March each year. Additionally, parents can request meetings with the headmaster or any other member of staff when they have a concern, or otherwise email them directly.

Parents of children with Support Plans have a minuted meeting with the Learning Support Co-ordinator every term. These plans are updated at the beginning of each term. The form teacher discusses the new targets with the pupil who then signs it. A copy is sent home to the parents. In addition to this, the Learning Support Coordinator keeps in touch with the parents by telephone, email or letter, and sometimes informally at the beginning or end of the school day.

If the child requires support that the school is unable to offer, the Head or learning Support Co-ordinator would then recommend an external agency for the parents to consult.

In the first year of school (EYFS/ Transition) the form teacher assesses the child's difficulties and raises any concern with the headmaster and the Learning Support Coordinator. At this stage the pupil would be given extra support within the classroom. The child would be discussed during Junior School staff meetings. Should external support be required, the parents would be advised whom to contact. The pupil's progress is monitored and parents are made aware how they can help at home. If it is thought that extra lessons may be required in Form 1, arrangements are made in advance. The pupil's parents are kept informed about progress and the additional support required throughout the year.

6.4 Do

Pupils in need of Learning Support are given the help they need within the year group and also on a withdrawal basis. We provide different levels for all activities so all children can achieve to the best of their ability. We have clear behaviour guidelines in place.

There may be a number of different reasons why a child may benefit from extra support outside the classroom. Sometimes the nature of the help may be to over-learn parts of the curriculum which have proved to be holding up the pupil's progress, or covering areas the pupil had not studied at his previous school. Boosting a child's confidence and self-esteem may be all that is required to settle him back into the classroom. It is important to note that unless the pupil has a long-term difficulty, he would not necessarily continue to be withdrawn from lessons if all that was required was a burst of 1:1 support.

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Additional learning support is provided by the Learning Support Coordinator and also by a part-time tutor, both of whom work in a part-time capacity. Teaching assistants (Transition – Form 3) provide extra support within the classroom.

Pupils usually attend one forty-minute session per week, or more if they have difficulties in English and another subject (e.g. Maths or French). The younger pupils (up to Form 4) usually attend two twenty-minute sessions during the week. They may be withdrawn from the lesson. They cover the same topics as their peers but the lessons are pitched to a manageable level with differentiated materials, concrete resources and games.

Every effort is made to provide a variety of materials and approaches with liberal rewards of praise and house points to encourage effort. Constant positive reinforcement is used. Each lesson should aim to be useful, multi-sensory, structured and fun, using a variety of teaching methods. It is important to provide enough of a challenge without it being too daunting, so pupils feel they have achieved and are encouraged to go on learning. The pupil needs to feel confident about what he knows and confident enough to use his knowledge within the classroom.

Each child has an individualized Support Plan and programme of study to suit his needs. The general aims are set out once he has been placed on the appropriate level. The short term targets are compiled by the boy's tutor and discussed with him at the outset. There may be reason to include further targets as they arise during the term. A general plan for the term is drawn up, but it is necessary to be flexible from week to week as the content of the lessons is influenced by several factors, for example: specific difficulties a boy is having as reported by his teacher, which need to be addressed urgently; forthcoming tests or exams; topics that need to be over-learned before new work can be covered. Records of each lesson and notes to inform future lessons are kept by the individual tutors.

We encourage pupils with SEN or with handwriting difficulties to learn to touch-type, and, when they are ready, to type homework. This sometimes leads to them being able to use a laptop in the classroom, and prepares them well for Senior School. It also means that they are eligible to do their exams, internal and external, on a computer.

6.5 Review

All staff members are involved in monitoring and reviewing pupils' progress. The monitoring of progress is on-going with weekly staff meetings in which any pupil's needs can be discussed. At the end of each term the Support Plans are reviewed and renewed, and new targets are set if necessary. At the beginning and end of each term, the needs of all the boys in the school are discussed in staff meetings.

It is important that all members of staff involved in an individual pupil's education are fully aware of his needs, his strengths and skills which can support his learning, and the strategies that can be employed to promote this. The Learning Support Coordinator provides detailed information about how to help children in the classroom, as well as a simplified version of the

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targets he is aiming for each term. The form teacher spends time alone with the child to discuss the targets on the Support Plan. A copy is then sent to the parents so that they are informed of the targets their child should be aiming towards.

Each pupil's Support Plan is reviewed at the end of each term by all the staff who teach him.

7 Pupils with a Statement of SEN or an EHC Plan

Currently there are no pupils in this school who have been assessed by the Local Authority and require a Statement or EHC Plan. However, if it appeared necessary, the school would request a statutory assessment from the LA. The school would make sure that the Statement or EHC Plan was reviewed by all concerned at the correct time.

8 Children with English as an Additional Language (EAL)

Our main aim is for all EAL children to become confident in listening, speaking, reading and writing so that they can access the curriculum and communicate effectively with peers and adults. We will identify individual pupil's needs; recognise the skills he brings to school and ensure that he is able to access the curriculum to the best of his ability.

9 Monitoring and Reviewing

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupil's individual progress towards their goals each term.
- Reviewing the impact of interventions every half term
- Monitoring by the Learning Support Coordinator.
- Holding regular reviews with parents.
- The effectiveness of the policy is monitored by the Learning Support Coordinator, the Head, the Deputy Head and the Governor responsible for SEND. The views of staff and parents are welcomed to enable the effectiveness of the policy to be evaluated. All teachers and teaching assistants are involved in reviewing the policy annually to enable everyone to have a shared understanding of the key issues and approaches for SEN. The policy is reviewed annually.

10 Record keeping

Those children receiving learning support in school or elsewhere all have their needs recorded so that targets can be set, progress monitored and the result assessed.

Information is sought from parents on admission. Support Plans and records of progress, reviews and external agency reports are kept in a locked filing cabinet in the Learning Support room. We follow guidelines on data protection, preserve confidentiality and give parents access to records on request.

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The school keeps records of any additional provision made, and updates records regularly. Parents are asked to provide copies of any assessments or reports produced by other professionals they have consulted. Records are passed on to the next school with the permission of the parents.

The following documents are available to the staff on the network and also as hard copies in the Common Room: List of Boys with EP reports and How to Help; Support Plans with Targets for the Term; Whole School Overview of Learning Support (this document contains all the names of boys that staff have concerns about and any action that needs to be taken). Form Teachers have their own copies for boys in their form. All staff have a list of boys having extra support for reference purposes.

11 Resources

We have a wide range of books, activities, games, and toys in the school to meet different learning needs. There are also computers which are sometimes used to develop IT skills and for reading, spelling or maths games. We provide materials relating to interests and abilities. The resources are mainly located in the Learning Support room, although some are kept in the Junior School classrooms if appropriate. All resources can be accessed through a member of staff from the Learning Support Department.

12 Inclusion

We differentiate activities to ensure all children have access to the curriculum. Our planning addresses children's individual needs and we provide access to a broad and balanced curriculum.

13 Partnership

13.1 Pupils are involved in their own learning and included in the process of setting their own targets, and are encouraged to celebrate their own successes and those of others. Merit marks and house points are used for achievement. Children are asked how they would like to be helped, and are encouraged to comment on whether they enjoy activities and find them useful.

13.2 Parents

We have full and open consultation with parents, and their concerns are recorded and acted upon. We ensure parents are aware of roles and responsibilities of staff, through the parents' evenings at the beginning of the school year, the handbook and the website. We ensure that parents are made welcome in the school, and that they may communicate with staff on a regular basis by email or telephone. They are actively involved in the setting of each term's targets. Review meetings, with minutes taken by the Learning Support Coordinator or another teacher, are held towards the end of each half-term. Parents are alerted to the need for a child

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to have extra support by the form teacher or head teacher, and then the learning Support Co-ordinator makes a follow-up call to begin a process of open communication (See 'Step-by-step Course of Action').

14. External Support Agencies

Liaison is ensured between the school and other agencies using a variety of means including telephone contact and written correspondence. The school links with agencies appropriate to the child's individual needs, and uses the relevant advice to provide suitable strategies/targets for the children. The school recommends educational psychologists that are willing to discuss their findings in a meeting with staff and parents after the assessment takes place.

Date of Policy: September 15th, 2018

Date for Review: September, 2019