

## KING EDWARD'S SCHOOL POLICY DOCUMENT

**Title: Learning Support Policy**

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# **Learning Support Policy**

## **Background**

King Edward's School is an academically selective co-educational school which admits pupils into its Junior and Senior Schools on the basis of ability shown in an entrance test and interviews. The school is keenly aware that addressing individual learning needs is key to pupil success and this policy aims to provide a framework for the support of learning throughout the School via the Learning Support Department (LSD) and pastoral care.

This is a Senior School Policy. The principles remain the same in the Junior School and Pre-Prep School, but specific local practice may vary.

## **Information**

The Special Educational Needs and Disability Act (SENDA) defines a disability as "a physical or mental impairment which has a substantial and long term adverse effect on the ability to carry out normal day to day activities".

The SENDA requires schools to examine all aspects of their provision of educational and associated services and to ensure that appropriate responses are made to meet the needs of those with disability or special needs.

The Children and Families Act (2014), section 20, defines a child or young person as having special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if:

- they have a significantly greater difficulty in learning than most children of the same age, or
- they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

A child under compulsory school age has special educational needs if they fall within the definitions above, or would do so if special educational provision were not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

One significant change arising from the reforms is that "Statements of Special Educational Needs" for those children with the most complex needs have been replaced by "Education, Health and Care (EHC) Plans." These plans are being supported by an Education Health and Care Plan Pathway.

## **Aims of Learning Support Policy (LSP)**

King Edward's School aims for all pupils with special educational needs, learning difficulties and/or disabilities to achieve their full potential and access the full curriculum. To ensure this the LSD works with:

- pupils to enhance their learning skills and abilities
- staff to ensure the best teaching programme is used
- parents to enable continuity, review and therefore maximise support
- outside agencies where necessary

## **Objectives**

KES takes into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014. A new SEN Code of Practice 2014 accompanies this legislation. The Equality Act (2010) makes it unlawful on the part of any education provider to discriminate against a pupil on the grounds of 'protected characteristics' (which include disability), The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014 also need to be taken into account.

Through appropriate curricular provision, we recognise that pupils have different educational needs and abilities. They learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted to the individual's needs, including those with disabilities, those with special educational needs, those from all cultural backgrounds and pupils with English as an Additional Language. It is the responsibility of every member of staff to identify and refer students who may be considered as having SEND.

We recognise that pupils may have different SEND at different times and, therefore, a wide variety of strategies is used to meet these needs as they arise. Learning diversity is recognised and planned for, any barriers to learning and participation will be challenged. All pupils will be provided with equality of opportunity. Staff will work closely with the Head of Learning Support in the identification of pupils who may have special educational needs, drawing on teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. Outside agencies will be consulted where appropriate. Pupils will be involved in this process and parents will be appropriately involved at every stage when special educational provision is made for their child.

More details about the reforms and the SEN Code of Practice may be found on the Department for Education's website:

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## **The Learning Support Department**

The LSD will:

- provide dedicated support, material resources and suitable advice to pupils with SEND
- develop a partnership with all members of the teaching staff to ensure there is a positive approach to learning for these pupils
- provide full access for all young people to a broad, balanced and relevant curriculum.
- ensure that the needs of young people with SEND are identified, assessed, provided for and regularly reviewed to improve outcomes.

- enable young people with SEND to achieve their potential.
- work in partnership with parents to enable them to make an active contribution to the education of their child and be fully involved in decision making.
- take the views, wishes and feelings of the young person into account.
- provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.
- Provide reasonable adjustments in provision for SEND pupils

## Staffing

Head of Learning Support for the whole school is Mrs Anita Munn. She has specific responsibility for pupils in years 3-13 and is assisted by two full time colleagues, Mrs Karen Simonds and Mrs Heather Bateman. Mrs Susanna Cox is the Junior School Learning Support Coordinator. Mrs Rebecca Reid, Pre Prep SENCO is responsible for supporting the Pre-Prep children on a day to day basis.

## Oversight of the Learning Support Department

Senior School Deputy Head Pastoral, Ms Claire Losse  
 Junior School Deputy Head Pastoral, Mrs Rachel Hardware  
 Head of the Pre-Prep School, Ms Jayne Gilbert  
 The Governor responsible for learning support is Prof Ann Millar

## Admissions

King Edward's school seeks to be as inclusive as it can be within its existing specifically academic ethos and available resources. Admission to the Senior School is selective. The school must feel confident that a prospective pupil will benefit from the education offered so that there is no reasonable doubt, at the time of admission, that s/he will have a happy and successful school career at King Edward's and will benefit from the fully rounded education which the School endeavours to provide. No child should be discriminated against on entry into the School because of their individual needs. Treating every child as an individual is important and we welcome pupils with special educational needs, providing that the School can provide them with the support that they require.

All pupils are equally entitled at **Senior School level** to be considered for academic scholarships, special talent awards and bursarial assistance. For further information on our Admissions Policy: <http://learning.kesbath.com/resource.aspx?id=92087>

During the entrance assessment morning, a separate room is normally set aside for pupils with learning differences, such as dyslexia, supervised by the school's Head of Learning Support. She is able to provide guidance and to administer extra time, as appropriate, in order to ensure that such students are not put at a disadvantage.

King Edward's accepts pupils who have dyslexia, who have specific learning difficulties, and those for whom English is an additional language (EAL). We also offer places to pupils who have other difficulties such as physical disabilities, motor co-ordination problems, visual impairment, auditory impairment, ADD/ADHD and emotional problems. Suitability of the structure of school buildings and their limitations for each pupil has to be considered. This

will be carried out in consultation with each pupil, parents and any appropriately qualified person provided they meet out entry criteria in the academic entrance test.

We advise parents of children with physical disabilities to discuss their child's requirements with the School before he or she sits the entrance test so that we can make adequate provision with him/her. Parents should provide a copy of a medical report to support their request. For further information see our Disability and Accessibility Policy:

<http://learning.kesbath.com/resource.aspx?id=129645>

During the application stage in the admissions process, parents are required to notify the School of any disability, medical issue or special educational need affecting their son/daughter which has been identified prior to that point.

The parents of a pupil with an existing SEND, a Specialist Teacher report, an Educational Psychologist's report and/or an Educational Health Care Plan are asked to submit copies to the Admissions, who will then consult with the LSD. A meeting with the prospective pupil, and their parents, and the Head of Learning Support will be arranged well in advance of admission.

When seeking reference from a feeder school, the school may ask specifically whether the applicant's current school is aware of any SEND and to specify the extent to which special provision is currently made in order to enable King Edward's School to assess the extent to which reasonable adjustments can be made to the entry process and to replicate such special provision.

Where a parent requests confidentiality regarding SEND, this request would limit what the School could provide in making reasonable adjustments. Under these circumstances the School has the right to decide the balance of confidentiality, and possible and reasonable adjustments for inclusion.

In the case of transition within King Edward's School, the Head of Learning Support will ensure full documentation is made available to the appropriate sector.

Subject to the provision of the above information, the School may make reasonable adjustments to its admission procedures as follows:

- Alternative venue or special seating arrangements to assist pupils with visual or hearing impairments
- Additional time allowance
- Sympathetic consideration of standardised scores for 'borderline' pupils whose SEND might later qualify them for additional time in public examinations
- Use of a laptop
- Provision of coloured acetates or enlarged text papers
- Provision for the taking of medication during entrance test and/or interview process (attendance of school nurse if applicable)
- Provision of alternative refreshments for pupils with allergies
- Any other reasonable adjustments as may be appropriate for a particular need

If a pupil is accepted into the School with a known learning difficulty/disability, the School (acting on advice from the Head of Learning Support) will do all it can to meet his/her

needs. The School will agree with the parents and pupil how the needs of the pupil can be best met. The School may be required to make supplementary charges on the fees in order to maintain/provide auxiliary aids or services which may be provided by the LEA in a mainstream maintained school, or a special school.

If a pupil is accepted into the school and their needs become identified at a later stage or through cohort screening, the LSD will assess how best to meet those needs in consultation with the parents and the pupil.

Failure to disclose information regarding SEND or medical issues may result in the School being unable to offer an adequate level of support.

### **Appointment of staff**

King Edward's School is committed to an equal opportunities approach to employment and ensures both in the advertising and promotion of posts and in selection procedures that appropriate measures are taken to ensure that discrimination does not take place.

### **Identification of pupils with SEND**

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. All teachers are responsible and accountable for the progress of pupils with SEND in their classroom. A graduated response is required so that pupils at all levels or with a range of difficulties are supported appropriately.

The School aims to identify pupils with SEND or those for whom learning support would be valuable in the following ways:

- By screening all new pupils as they start Year 7 and providing 'catch up' screening for all new pupils in Y8-13
- By provision of information from previous school and from parents
- By identifying problems highlighted through general academic progress checks and formal assessments
- By the raising of concerns from form tutors and/or subject teachers about the learning progress of a pupil. Teachers are provided with feedback forms to monitor pupil behaviours over a period of 3 / 4 lessons. Pupils may be observed by a member of the LSD in their lessons.

### **Assessment of SEND**

Subject teachers, pastoral staff and the Head of Learning Support, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly and will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views. Where appropriate, outside professionals will help to inform the assessment. Specialist Teacher assessment may be carried out by the

Head of Learning Support, including attainment, ability and diagnostic testing. Results are shared with pupils, parents and staff.

## **Planning for SEND**

The teacher and the Head of Learning Support should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system, SIMS.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

## **Action on SEND**

The class or subject teacher remains responsible for working with the child on a daily basis. Even where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they retain responsibility for the pupil's learning. They will work closely with any specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The Head of Learning Support will support the subject teacher in the further assessment of the child's particular strengths and weaknesses and advise on the effective implementation of support and reasonable adjustments that should be made.

## **Review of SEND support**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. IPP's are reviewed and amended if necessary at the start of each academic year.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The subject teacher, working with the Head of Learning Support, should revise their support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

In the twice yearly Learning Support reports, parents will receive clear information about the impact of any support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHCP, an annual review is set up towards the end of the academic year and all agencies involved are invited to attend.

## **The Learning Support Register / Individual Pupil Profile / Provision Map/ Watch lists**

The Learning Support Register records the current status of all those pupils within the School who are catered for by the Learning Support Department. The Register is reviewed termly and includes the nature of the pupil's difficulty, the support recommended or given and when this support is being received. This register is made available to all staff through department and sector meetings and time is put aside to answer any queries.

Many of the pupils on this register also have an Individual Pupil Profile (IPP) which is accessible to all members of staff in SIMS. This profile states the pupil's special need and both their strengths and vulnerable areas. It gives long term and short-term targets for the support teachers where applicable and gives advice for both form tutors and subject teachers on how to meet the pupils' needs.

Some pupils on this list will be monitored by the Learning Support Department and both subject and form tutors.

Provision maps outline all the SEND provision via individual 1:1 lessons in the Senior school and includes outcomes.

Watch lists highlight specific academic, pastoral, SEND and medical needs of individual pupils.

### **Stages of support for Pupils**

- 1. A concern is raised with the Head of Learning Support** by any member of staff at any time in pupil's career. Feedback forms may be used to record behaviour observations more closely over a two-week period.
- 2. Appraisal meeting** – to include pupil, parents, form tutor, Head of Year/Head of Sector as appropriate
- 3. Assessment of needs** – Relevant testing by Specialist Teacher, to include attainment, ability and diagnostic testing. More complex cases maybe referred to an Educational Psychologist.
- 4. Assessment review meeting** – with parents **and child** to discuss how best to support the pupil
- 5. Learning Support** – Pupil may be offered learning support on either a regular or occasional basis depending on their individual needs. These lessons are offered on a one to one basis or (in a small number of cases) in paired sessions and are carefully timetabled to avoid core curriculum subjects. Use is made of early morning, lunchtime and after school slots. Specialist lessons in the School incur an additional charge to the fee account.
- 6. IPP (Individual Pupil Profile)** – Available to all staff on SIMS – see above.
- 7. Consideration for exam Access Arrangements** – in line with current examination board policies. Applications for extra time and other examination Access Arrangements are made through the Examinations Officer, Caroline Cameron-Davies.
- 8. Further intervention by outside agencies** – as appropriate pupils can be referred to outside agencies e.g., Educational Psychologists, GP, Occupational and Speech and Language Therapists.



- 9. Conclusion of programme of support** – At the end of a defined period of support the pupil will continue to be monitored and their name will remain on the Learning Support Register and if appropriate, their IPP will be regularly reviewed.

### **Support for teachers**

- INSET
- NQT SEND awareness training
- New teachers SEND training
- Information in the Learning Support Register, Provision maps, watch lists
- Individual Pupil Profile on SIMS with practical teaching advice
- Advice / updates given in Departmental, Sector meetings
- In class observation by LSD
- Teachers are encouraged to observe Specialist lessons

### **Health and Well-Being Centre**

King Edward's School has a fully staffed Health and Well-Being Centre that is open during the school day so that qualified help can be summoned quickly. The team is led by Mrs Clare Turner, who is happy to discuss any pupil's health and well-being concerns with them, their parents and any appropriate outside agencies. The team will also manage of any medical condition (including administering any medications) and provide training and support to staff members.

### **Assistance from outside agencies**

Links with local Educational Psychologists with knowledge of their areas of expertise  
CPD training involving SALT and other specialists and specialist teachers  
Assist/advise parents if pupil needs referrals for further assessment through their GP e.g. CAMHS, Occupational Therapist  
Links with Canford Group to share good practice, advice, resources, research etc.

### **Complaints**

With regard to any SEND related complaints please follow our Complaints Policy.