



Learning Support Policy

For the whole school including the EYFS

This policy is written with due regard to the Equality Act 2010, the Children and Families Act 2014 and the SEN and Disability Code (2015).

At Garden House we recognise the significance of any child's specific or learning difficulties and/or disabilities and aim to identify and give support in those areas which require extra help. We recognise the fact that pupils will attain different levels at different times, and that some will require an increased level of support in order to maintain progress. All teachers are teachers of additional educational needs and provision for pupils with a learning difficulty is a matter for the school as a whole. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the child does not make adequate progress, they may be identified as having special educational needs or disability (SEND). We believe that if a child is to achieve his/her full potential, they need to feel confident, valued and motivated. In order to achieve this we aim to nurture the academic, social, moral, physical and emotional aspects of each child's learning. Reasonable adjustments will be made where possible to remove the disadvantage for a disabled person so that they have access to the curriculum.

1. Introduction

This school provides a broad and balanced curriculum for all children. The National Curriculum and Early Years Foundation Stage are our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning which may mean they have difficulties accessing the curriculum and require particular action by the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups, thus enabling them to participate effectively in curriculum and assessment activities.

Children may have learning differences identified at any point during their time at Garden House. This policy ensures that curriculum planning and assessment for those children takes into account the type and extent of the difficulty experienced by the child.

2. Aims and objectives

The aims of this policy are:

- To create an environment that meets the educational needs of each child
- To ensure that the specific needs of children are identified, assessed and provided for
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children with SEND
- To enable all children to have full access to all elements of the school curriculum
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that the children have 'a voice' in the process

3. Educational inclusion

At Garden House we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all children and aim to achieve these through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. We respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to children's needs or learning difficulties by:

- Providing support for children who need help with communication, language, literacy and maths
- Providing differentiated activities where and when relevant
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, as well as in physical and practical activities
- Helping children to manage their behaviour, taking part in learning effectively and safely
- Helping individuals to manage their emotions and to take part in learning

4. Learning Support

Children with learning difficulties have learning differences that require special provision. Special educational provision is additional to or different from the education provision made generally within Garden House. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided

All children who join Garden House Kindergarten are assessed using Aspects. We use this information to provide starting points for the development of an appropriate curriculum for the children. While children are at Garden House, they are assessed using Baseline testing, INCAS and PIPS and progress is monitored using the school tracker. In-school assessments can also be carried out by the Head of the Learning Enrichment Development (LED) or Learning Support Teachers if there are concerns raised by the class teacher or parent. If it is felt that the assessment should be carried further, we recommend a full educational assessment by the relevant outside agency. Parents will be asked for their permission before any assessment takes place.

If assessments show that a child may have a specific difficulty, we use a range of strategies that make full use of all available classroom and school resources. Pupils making less than expected progress may be characterised by progress which:

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

The first response from the child's class teacher should be high-quality teaching targeted at their areas of weakness that aims to remove barriers to pupil achievement. The class teacher will keep the parents informed and draw upon them for additional information. The Head of LED, if not already involved, will become more involved if the teacher and parents feel that the child would benefit from further support. This is Wave 1 Intervention, Quality First Teaching. The Head of LED and class teachers will then take the lead in further assessments of the child's needs. A list of children with concerns is kept on the Learning Support List which is password secure and which only the LED Department has access to change. Information on a child will be kept for six years after he/she has left in a secure place and after this time, paperwork will be shredded. Children may be supported within a group for a period of time; this will be recorded under 'Flexible Provision' alongside the Learning Support List.

Children who have been highlighted as experiencing difficulties in class may have targets included in the class planning. Where a child requires additional support, an Individual Target Plan (ITP) or Group Plan may be set up. The ITP will show the short-term targets set for the child and the teaching strategies to be used. These targets will be discussed with the class teacher. The ITP will also indicate the planned outcomes and dates for the plan to be reviewed. In most cases, this review will take place once a term. This constitutes Wave 2 Intervention, providing the child with additional, time-limited, tailored intervention support programmes. At this stage, an individual file is created to record action plans and assessment, as well as

details of meetings which are kept in a secure, locked cabinet in line with the Data Protection Act 1998 and GDPR 2018.

If the ITP review or a previous assessment identifies that support is needed from outside services, we will consult parents and suggest appropriate action. In some cases, children will be seen in school by external support services. In other situations, where they may receive support out of school, external support services are encouraged to provide information for the child's ITP or targets. The strategies within the ITP will, where possible, be implemented in the child's classroom setting and will be cross referenced with the class teacher's planning. This is Wave 3 Intervention, where programmes are increasingly individualised.

If appropriate, a request for an educational health care needs assessment will be made to the Local Authority (LA) which should follow on from consultation and planning already carried out between the school, parents and child.

The Head of LED is referred to as the SENDCo.

At Garden House, the SENDCo:

- Manages the day-to-day operation of this policy
- Co-ordinates the provision for and manages the responses to children's learning support
- Ensures that there is a close link between provision and progression
- Supports and advises colleagues on teaching and planning
- Oversees the records of children with SEND
- Is aware of individual children's progress through school tracking assessment
- Acts as a link with parents
- Acts as a link with external agencies
- Monitors and evaluates the additional provision and reports to the Heads
- Manages a range of resources, human and material, to enable appropriate provision for children with SEND
- Contributes to the professional development of all staff
- Teaches alongside staff as well as 1:1
- Coordinates requests for extra time in future schools' examinations as well as internal examinations
- Oversees the records of children with English as an Additional Language (EAL) and arranges support as required
- Provides the Bursar with a list of children receiving support to be invoiced

5. Assessment

Early identification is vital, but it is imperative that under-achieving pupils are not confused with SEND pupils. Those children under-achieving may have their needs met through good differentiated teaching. SEND pupils will receive support that is 'additional to' or 'different from' what the school typically provides. The class teacher initially informs the SENDCo

using a concerns sheet and through informal conversation. The SENDCo and teacher discuss ways forward. Parents are alerted at the earliest opportunity and their active help and participation is encouraged. Other evidence may be gathered from relevant staff. The Heads will be kept informed and class teachers will ensure that specialist teachers are aware of a child's additional needs.

The class teacher, SENDCo and Learning Support teachers assess and monitor the children's progress in line with existing school practices; this is an on-going process.

The LED team work closely with parents and teachers to plan an appropriate programme of support.

Internal examinations/tests of children reflect as far as possible their participation in the whole curriculum of the school. The class teacher, SENDCo and Learning Support teachers can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

In addition the SENDCo will work with the LA in seeking a range of information in order to formulate an (Educational Health Care) EHC plan. This includes evidence of attainment, information of the nature and extent of the SEND, evidence of action already being taken, evidence of progress and evidence of physical, emotional and social development.

6. Access to the curriculum

All children have an entitlement to a broad and balanced 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 learning difficulties. Lessons have clear objectives, we differentiate work appropriately and we use assessment to inform the next stage of learning.

ITPs (although not mandatory) feature in the provision that we make in school. By examining the existing levels of attainment we ensure that children experience success and progress.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we try not to withdraw children from the classroom. There are times however, when to maximise learning, we ask the children to work in small groups or in a 1:1 situation outside the classroom.

When support is given on a 1:1 basis, the child will not be missing a core subject. The support teacher involved will liaise with the class teacher and parent to ensure that the child's needs are met.

7. Partnership with parents

The school works closely with parents in the support of those children with SEND. We recognise and value the important partnership between school and parents. Parents are encouraged through ongoing dialogue to take an active role in supporting their child.

Parents are always informed of any outside intervention and we share the process of decision making by providing clear information relating to the education of children with SEND.

8. Pupil participation

At Garden House we encourage children to take responsibility and to make decisions. This is part of the culture of the school and relates to children of all ages. Children are made aware of their targets, are involved with their progress and encouraged to be aware of their success.

9. Monitoring and evaluation

The SENDCo monitors the movement of children on the Learning Support List. She provides staff with summaries of the impact of the policy on the practice of the school. Teachers are encouraged to use the Learning Support List to monitor the children in their class.

The SENDCo, Learning Support teacher and class teachers collaborate on drawing up ITPs for children. She and the Heads hold regular meetings to review the work of the school in this area. They will also review this policy annually and consider any possible amendments.

The SENDCo also holds regular termly meetings with year group teachers across the school to check and update details on the Learning Support list.

10. Process

Teachers identify children who may have a learning difficulty, complete a concerns form and refer them to the LED Department for further investigation. This will be carried out with the parent's knowledge and agreement. The results are discussed with the Heads, class teacher and parents. Suitable action is then decided upon; we keep a list of relevant external agencies for referral. The Learning Support List and children's files are kept in a secure locked cupboard in the LED Office in line with GDPR 2018.

ITPs are drawn up by the Learning Support teacher and class teacher, as well as any external agency that may be involved. Parents may also be involved at certain times. Strategies are set out in the ITP and apply to the classroom as well as to individual support. A child's individual targets can be recorded in their Homework diary. Specialist teachers/support staff provides 1:1 sessions usually for periods of 30 minutes, once or twice a week. The LED Team works with groups and individuals. External agencies (occupational therapy and speech and language therapy) can provide one to one sessions in school and this agreed with the parents. This is considered an additional cost and will be included in the school invoice at the end of each term, which the LED advises the Bursar of.

11. Evaluation and Assessment

Evaluation is ongoing through:

- Observation
- Discussion with all staff involved with the child
- Regular assessments, including class tests administered as part of the school assessment programme (Aspects, Baseline, PIPS, INCAS, CATs, GL/NFER)
- Specialist teacher tests
- ITP termly evaluations
- Checking the school tracking system
- Gathering individual examples of work, photographs etc.

12. Review procedures

Reviews take place once a term. Parent/teacher meetings are held once a year but meetings can be arranged when necessary if a teacher has concerns. Parents of pupils receiving 1:1 support are encouraged to discuss their child's progress at termly review meetings organised by the LED team. All meeting notes and information are kept in the child's file. Reports are written twice a year.

For pupils with an EHC plan the School will work closely with all outside agencies, depending on the nature of the EHC plan. The SENDCo will be the primary contact for all working with these pupils. Each EHC plan will be reviewed annually and the required curriculum will be provided as set out in the plan (including the full National Curriculum, if this is specified). It is the responsibility of the LA and not the school to review the EHC plan but, as is good practice, the school will ensure that the review takes place and will co-operate with the LA in the review process.

13. English as an additional language (EAL)

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. Identification and assessment of second language learners who have learning difficulties requires particular care and all aspects of a child's learning and development are investigated to ensure difficulties are not solely as a result of difficulty learning English.

Specific support for EAL learners can be arranged by the LED and would relate directly to the acquisition of language. This could happen within class, on an individual basis or as part of a small group.

At Garden House, where possible, we make use of our languages staff to help with any concerns, as well as outside agencies. It is understood by parents that their child is at Garden House to have the curriculum delivered in English. (See EAL Policy.)

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