



## **LOWER SCHOOL LEARNING SUPPORT AND SEND POLICY**

We choose to have regard for the appropriate recommendations made in the newly revised SEN, Disability SEND code 2015 and Oxfordshire County Council guidance which have been incorporated into this policy and embedded into our practice.

### **AIMS**

The aim of learning support is to provide individual or small group support for those pupils identified by the school or other agencies. In this way we aim to help and support pupils having access to as many areas of the school curriculum as possible. In accordance with our Mission Statement, we wish to support pupils whose self-esteem may have been lowered by failure and frustration due to a particular weakness so that they can achieve their full potential.

We are committed to taking all reasonable steps to ensure that children, their parents and carers feel included in delivery and support. To this end, the School will make its best endeavors to meet the needs of each pupil within the resources available. This policy therefore seeks to inform teaching and learning throughout the school as well as ensuring that provision is made for pupils with SEND.

### **DEFINITION**

A pupil requires Learning Support if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil either has significantly greater difficulty in learning than the majority of pupils of the same age or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age. (Education Act 1996)

We recognise that a range of learning support needs and learning difficulties exist in this school. For some pupils the difficulties may be mild and short term but others may be long term. We recognise that the needs of the majority of our pupils are at the learning support level, below the SEND level.

Learning difficulty: A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, and/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

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014)

### **DISABILITY DISCRIMINATION ACT**

See Disability Policy.

## **1.0 INTRODUCTION**

- 1.1 Our school will endeavour to provide access to all aspects of the curriculum for children in years 3-6, with support from staff, the Head of Learning Support and parents or carers. Our aim is to give such support as required, and when appropriate, in order to aid the child's development in all areas of the curriculum.
- 1.2 The benefits of early identification are widely recognised; identifying need at the earliest point and then providing good interventions improves long-term outcomes for the child or young person. While for many children, SEND can be identified at birth or at an early age, some difficulties only become evident as children and young people grow. It is therefore important that we are alert to emerging difficulties and respond early. In particular, parents know their children best, and it is important that all professionals listen and understand when parents express concerns about their child or young person's development.
- 1.3 Early identification of need followed by effective provision is very important because:
  - It can remove any barriers to learning and improve long-term outcomes for the child
  - It can maximise the likely positive response of the child
- 1.4 The single SEND category refers to those children who require specialist provision that is 'additional and different from' their peers (SEND Code 2015), across four broad areas. Children may have needs that cut across all these areas and their needs may change over time: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs. (As defined in chapter 6 SEND Code of Practice.)

## **2.0 English as an Additional Language (EAL)**

(Lower School)

- 2.1 We believe that all children should have access to an inclusive education irrespective of their language skills. All children with EAL are provided with support where necessary to enable them to access the Curriculum.
- 2.2 In the Junior School the children are assessed when joining the school and in discussion with parents an individual support plan is drawn up in order to support their needs within the classroom setting. Additional support is available on a one to one basis from the Senior School Learning Support Team for children in Years 4, 5 and 6. This incurs an additional charge.
- 2.3 The support we provide varies depending on the individual child.
  - We recognize the fact that a child may enter our setting who is already developing one or more languages and is now adding English to the list.
  - We always allow these children extra space and time, patience and support.
  - We acknowledge and celebrate the skills they have in their home language for we believe this promotes confidence in their own abilities and raises their self-esteem.
  - We recognise and reassure parents that their children will benefit if they use, maintain and develop their 'home' language and we encourage them to spend time in this interaction with their child.
  - We invite parents to share their home language and cultural background with staff and other parents throughout the school through visits and the participation in activities.
  - Parents are invited to provide a list of key words and phrases (or translations of these), to assist the child's transition into OLA. Resources are gathered and kept of key words, phrases and favourite stories, told in the child's home language.
- 2.4 As pupils progress through the school, the language demands of the Curriculum increase and pupils need to develop a wider range of language skills in particular making the transition from spoken to

written forms. Therefore, We ensure that vocabulary work covers the technical as well as the everyday meaning of word; explaining how speaking and writing in English are structured for different purposes across a range of subjects.

### **3.0 ROLES AND RESPONSIBILITIES**

- 3.1 Provision for pupils who require learning support is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with learning support in their class, and to be aware that these needs may be present in different learning situations. Teachers are responsible for the progress and development of pupils in their class including where pupils access support from teaching assistants or specialist staff. (SEND Code 2015 6.3)
- 3.2 All teachers are committed to learning support and SEND and to develop their knowledge of SEND issues and to use and share best practice.
- 3.3 Mrs Fairbairn is the Junior School Head of Learning Support.

### **4.0 ROLE OF THE CO-ORDINATOR**

- 4.1 Chapter 6 of the SEND Code 2015 outlines the role of the Head of Learning Support and the school adheres to this. The role of the Co-ordinator is to:
  - Oversee the day to day operation of the school's Learning Support Policy.
  - Coordinate the provision for pupils with special educational needs.
  - Ensure that an agreed, consistent approach is adopted.
  - Liaise with and advise other school staff, including monitoring mainstream provision through observation and review of learning support programmes.
  - Help identify pupils who may need Learning Support.
  - Oversee the records on all pupils with SEND.
  - Maintain an accurate SEND register.
  - Interface with outside agencies as appropriate. (SEND Code 2015 Chapter 6)
  - Meet with newly appointed staff to discuss procedures.

### **5.0 PROCEDURE**

#### **5.1 PHASE 1: LEARNING SUPPORT PROGRAMMES (LSPS)**

This is the most likely intervention procedure to happen at Our Lady's Abingdon. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little progress when teaching approaches are targeted particularly in a child's identified areas of weakness.
- shows signs of difficulty in developing English or mathematical skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

### **6.0 TEACHER AND HEAD OF LEARNING SUPPORT REQUIREMENTS**

- 6.1 All teachers who have dealings with the child will discuss any concerns with the Head of Learning Support. This will be monitored for a period of time agreed by the Head of Learning Support and Form Tutor. The period will extend no longer than half an academic term.
- 6.2 Discuss with Head of Learning Support and arrange meeting with parents.
- 6.3 Discuss observations with parents.
- 6.4 Head of Learning Support and Form Tutors to draw up an LSP using 'Small Steps – Smart Targets' (Learning Support Programmes).
- 6.5 At this point the child is to be placed on our SEND Register.
- 6.6 Each term progress is reviewed using the LSP review sheet. LSP sheets should have written comments about progress and new targets should have been set by the class teacher and the person who is delivering the learning support, with the support of the Head of Learning Support.
- 6.7 If progress is being made it might be that the child no longer needs that extra support. If the child needs further support a new LSP will be written.
- 6.8 For the majority of children the action taken above will mean that the child's needs are met.
- 6.9 However, if after two terms little or no progress has been made it might be necessary for the child to be moved to an SEND Plan (Special Educational Needs and Disability).

## **7.0 PHASE 2 – SPECIAL EDUCATIONAL NEEDS AND DISABILITY PLAN (SEND)**

- 7.1 The triggers for a SEND plan could be either that the child has entered the school with a SEND plan already in place or that, despite receiving an individualised programme and/or concentrated support under Learning Support Programme, the child:
  - continues to make little or no progress in specific areas over a long period.
  - continues working at levels substantially below that expected of children of a similar age.
  - continues to have difficulty in developing English and mathematical skills.
  - has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
  - has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
  - has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

## **8.0 TEACHER AND HEAD OF LEARNING SUPPORT REQUIREMENTS**

After two terms if the child has made no progress:

- 8.1 Head of Learning Support to assess if greater intervention is required, Form Tutor and Head of Learning Support will discuss results with the parents.
- 8.2 After meeting with all parties a new SEND plan will be drawn up to include further support from the Head of Learning Support for the Form Tutor and child.
- 8.3 The support given at this level by the Head of Learning Support is in addition to the support given in Phase 1 (LSP)
- 8.4 The child's SEND plan will be reviewed each term by the Head of Learning Support, Form Tutor and parents. The Teacher, Head of Learning Support and parents will complete a SEND review sheet. Information held is confidential and the views and wishes of parents and children will be respected.
- 8.5 If at this point it is still apparent that the child is still not making the expected progress a decision will be made whether or not to move the child on to Phase 3. At this meeting the Head of Learning

Support will discuss with the parents what this involves and ask parents for their permission to contact outside agencies.

### **9.0 PHASE 3 (Pupils in this band are considered to have SEND)**

- 9.1 Where the evidence from Phase 1 & 2 shows that progress has been minimal the Head of Learning Support will contact an appropriate outside agency e.g. Educational Psychologist, Speech & Language Specialist or E.B.D. specialist. All associated costs will normally be met by the parents.
- 9.2 Where advice is given from external agencies it will be incorporated into future SEND plans, parents may be required to meet the extra costs of support at this level. At this stage the child may be invited to attend the review of the SEND plan depending on age, understanding and as agreed by parents and staff. In some cases it may be useful or necessary to compile, with parents, an EHA (Early Health Assessment) or a TAC (Team Around the Child) and review this termly.

### **10.0 Education, Health and Care Plans**

- 10.1 In a very small number of cases, when a pupil's needs warrant an EHC plan, the school will liaise closely with the local authority and parents to ensure the best possible outcomes for the pupil.
- 10.2 The purpose of the EHC plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education and health and social care, in this or another setting. As they get older this will also prepare them for transition to the Senior school and adulthood. The outcomes outlined in the plan and the provision specified will enable the school to develop the SEND plan further. For pupils who have an EHC plan as well as the review of SEND, their progress and support will be reviewed annually and a report provided to the Local Authority.

### **11.0 Transition to Senior School**

- 11.1 The Head of Learning Support JS and Year 6 teacher will liaise with the Head of Learning Support in the Senior School and Head of Year 7 at the beginning of Year 6 and throughout the year to discuss any children who are on the SEND register. If necessary this consultation will begin in year 5.
- 11.2 Documentation will be provided to the Head of Learning Support to aid any extra support necessary for Entrance examinations.
- 11.3 After Assessments in the Trinity Term the Head of Learning Support, Year 6 teacher, Head of Learning Support in the Senior School and Head of Year 7 will meet to discuss the SEND register and Learning Support records will be transferred.

### **12.0 TRANSFER TO OTHER SCHOOLS**

- 12.1 Learning Support records will be transferred by the Head of Learning Support.
- 12.2 In line with GDPR legislation assessments will be retained 25 years from date of birth (or, if pupil not admitted, up to 7 years from that decision).

### **13.0 STAFF DEVELOPMENT**

- 13.1 The school is committed to gaining expertise in all areas of Learning Support.
- 13.2 Training for all staff.
- 13.3 Staff in-service training sessions are arranged as appropriate, in response to particular needs to the school.
- 13.4 Newly appointed staff to meet with the Head of Learning Support to discuss Learning Support procedures in school.

Reviewed: Michaelmas 2020

Next Review: Michaelmas 2021