



ST MARGARET'S PREP CALNE

Learning Support Policy

This document is a statement of the aims, principles and strategies for the provision of Learning Support at St Margaret's Preparatory School. The policy should be read in conjunction with the Curriculum Policy, Curriculum Map and Subject Allocation, as well as all subject policies, the EYFS, and MAGT policies, documentation relating to Keeping Children Safe in Education (2018) and the school's Accessibility Plan.

Learning Support at St Margaret's comprises all children with additional learning needs, including those with a Special Educational Need or Disability, together with pupils who have been identified as Gifted and Talented.

ADDITIONAL LEARNING NEEDS

A pupil is identified as having an Additional Learning Need if they require support of any kind which goes beyond that which is provided for within a differentiated curriculum. This would include, but is not limited to, any child who has a Special Educational Need or Disability, or is considered to be EAL.

EAL

EAL learners are those whose first language is not English. EAL learners may be proficient in one or more other languages. All EAL learners have the right to access the school curriculum and the Early Years Foundation Stage.

An assessment of the pupil's English Proficiency Level will be carried out and an appropriate plan put in place to support the development of their understanding and use of English in social and curriculum contexts. This plan will be carefully managed to maximise the pupil's classroom time reducing the impact of any time taken out of the classroom.

We will aim to ascertain an assessment of learners' proficiency and literacy in their first language and establish the level of their prior subject knowledge and experience relating to the curriculum. This will ensure that the cognitive challenge remains appropriately high and is not lowered due to reducing the language demand.

Gifted and Talented

Pupils who achieve or have the ability to achieve at a level significantly in advance of their year group within our school, in one or more subjects in the statutory curriculum.

'Talented' refers to pupils who have this ability or potential in, for example, the Performing or Creative Arts, Sport, Emotional Intelligence or Life Skills.

SPECIAL EDUCATIONAL NEEDS

A child or young person is defined as SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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,

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 or mainstream post-16 institutions

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – this is defined as '...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'.

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
- b) for children under two, educational provision of any kind.

Aims

St Margaret's Preparatory school has a positive whole school approach to the education and development of all children with full regard for the SEND Code of Practice 2014 on the Identification and Assessment of Special Educational Needs and the Equality Act 2010. We aim for every child to be confident, enjoy success and develop to their full potential, in line with their peer group.

We realise that some children have additional learning needs which require

particular support for these aims to be realised. Our aim is to identify children with additional learning needs at the earliest stage possible to ensure appropriate provision is made.

In order to meet the objectives of the SEND Code of Practice 2014, as well as the requirements of the Equality Act 2010, at St Margaret's we:

- Provide a supporting, caring and accessible environment where children's confidence and self-esteem can grow
- Regularly assess pupils so that those with additional learning needs are identified early
- Recognise that all teachers are teachers of additional learning needs and will provide a differentiated curriculum, as well as implement the recommendations of the Provision Map where appropriate
- Provide a range of teaching styles to meet a variety of pupils' learning styles
- Assess needs and progress through regular liaison with class teachers, parents and formal assessment or tests
- Value and promote a partnership with parents enabling them to fully participate in their child's learning
- Maintain links with other schools and outside agencies

Admissions & Additional Need Provision

St Margaret's benefits from two highly qualified Learning Support teachers, supported by a team of Educational Support Assistants. We are committed to whole school inclusion and seek to support children with a range of learning needs, whilst carefully monitoring the needs of all the children within the cohort.

We assess the level of additional need on application and will advise parents accordingly. St Margaret's is unable to support children with complex additional needs.

The Head of Learning Support

The Head of Learning Support is responsible for:

- Overseeing the successful day to day implementation of the Learning Support, EAL and Disability Policies
- Co-ordinating provision for all children with Additional Learning Needs, including liaising with all staff

- Assessment and monitoring of pupil progress
- Maintaining the Learning Support and Gifted & Talented lists and overseeing provision
- Liaising with parents
- Contributing to In-Service Training
- Liaising with external agencies and other schools
- Ensuring that the provision for Additional Learning Needs is regarded as whole school responsibility and that Staff will have regard for the SEND Code of Practice, as well as the Equality Act 2010

Identification and Assessment Arrangements

St Margaret's follows the guidance contained in the SEND Code of Practice 2014 and the Equality Act 2010.

The documentation does not assume that there are hard and fast categories of additional needs, but recognises that children's needs and requirements fall into four areas.

- Communication and Interaction
- Cognition and Learning
- Behavioural, emotional and social development
- Sensory and/or physical

Developmental, medical and scholastic information is obtained as part of our admissions process. Assessment and Monitoring takes place throughout the School. Liaison with outside agencies takes place as required.

Some children who present with a specific difficulty, short or long term, will proceed through a formal process of monitoring, identification and intervention, reflecting the requirements of the SEND Code of Practice and Equality Act 2010.

Pre-Stage 1 - Identification and Monitoring

Details relating to the child's difficulties are recorded using the relevant key stage *Quick Checker, Assessment Indicators* and *Progress Indicators* documentation. This information is copied to the Head of Learning Support with targets, and a review date is agreed; short-term interventions relating to the targets will be put in place. At the point of review, the progress in relation to the target set will be evaluated. If satisfactory progress has been made no further action will be required. However, if there continues to be ongoing concerns and the child requires additional support in order to progress, then stage 1 is implemented. All completed documentation will be filed in the child's pupil file which is

held in the School Office. Ongoing and historical completed documentation is available for staff to view on iSAMS under the 'Pupil Profile'.

Stage 1 – Class-based Intervention

The class teacher, working alongside the Learning Support Department, will draw up a *Provision Map* for the pupil, which will detail the interventions that will take place within the mainstream classroom, and which may include access to *Booster Groups, Focus Groups and other targeted input*. Stage 1 is administered and monitored by the class teacher. Provision Maps are reviewed termly. All completed documentation will be filed in the child's pupil file, hard copies of which are held in both the School Office and the Learning Support Department. Ongoing documentation is available for staff to view on iSAMS.

Stage 2 – Specialist teacher intervention

An assessment may be recommended at any stage during the process, but will usually be agreed upon following a period of intervention. Parental permission is required prior to any formal assessments being carried out. The assessment is carried out by a Specialist Teacher and incurs an administration fee.

This assessment process includes the use of a range of recognised standardised tests and clinical observations. The results, together with the information obtained through the school's assessment and monitoring system will inform the conclusion and recommendations made.

Following the diagnostic assessment, a formal feedback meeting is held with parents. It may be advised that the pupil continue to receive interventions at Stage 1. Additionally, 1:1 specialist teaching may be recommended; this incurs a separate fee. The learning support teachers are responsible for reviewing and updating the *Provision Maps*.

If, through the process of review, ongoing monitoring and assessment, it becomes evident that a pupil requires further assessment from any outside agencies, a formal discussion with the parents, Headmistress, Class Teacher and Head of Learning Support will take place to consider and agree the proposed action. If a pupil consistently meets their desired levels of progress a recommendation to cease individual lessons may be made. The pupil will continue to be monitored through their Provision Map at Stage 1.

The Head of Learning Support continues to co-ordinate school based efforts and may request advice from an external professional, which should ultimately inform a modified programme of support which will be reflected on the pupil's Provision Map. All completed documentation will be filed in the child's pupil file, hard copies of which are held in both the School Office and the Learning Support Department. Ongoing documentation is available for staff to view on iSAMS.

In rare cases upon completion of this process, the school, parents or other agencies that have had close contact with the child, may call on the support of Wiltshire LEA to assist with the assessment of need for an EHC (Educational, Health Care) Plan. This is a very detailed

assessment, which will establish exactly what a child's needs are and any support he or she may require. The LEA must decide, within six weeks, if they are willing to carry out such an Assessment. From this point please refer to the statutory timescales for EHC Needs Assessment & Plan Development Page 154, SEND Code of Practice 2014. The LEA will be responsible for all aspects of the administration of the assessment.

Once the above procedures have all been completed, the LEA will decide whether or not to issue an EHC Plan. The 'Plan' is a document that sets out the child's needs and the related interventions. The LEA will issue a 'Plan' if they decide that all the support the child needs cannot reasonably be provided within the resources normally available to the school. These resources may include money, staff time or special equipment.

After the assessment, the LEA may decide that St Margaret's can provide appropriate support for the child's difficulties without the need for an EHC Plan. If parents wish to appeal this decision they must do so within sixteen weeks from the time of the original request. However, if a Plan is issued and either parents or the school do not agree with its content, they have 15 days in which to express their views to Wiltshire LEA.

Once a 'Plan' has been issued, it must be reviewed at least once a year and parents are invited to attend all meetings/discussions relating to the progress and development of the child.

More information is available directly from Wiltshire County Council.

Access to the curriculum and information

Learning Support provision at St Margaret's takes into account the needs of the child and parental wishes in order to facilitate access to the curriculum as far as possible.

Every effort is made to educate pupils with additional learning needs alongside their peers in a mainstream classroom. Where this is not possible, the Head of Learning Support will consult with parents for either flexible or alternative arrangements to be made.

The school curriculum is reviewed by the Senior Leadership Team to ensure that it is accessible to all pupils and all levels of abilities to support the learning and progress of all pupils as individuals. This includes learning outside the classroom.

This is achieved through:

- Keeping staff fully informed of the specific needs of all pupils.
- Provision of regular training and learning opportunities for staff in all departments on the subject of additional needs and differentiation
- Making optimum use of all class facilities and space.
- Using in-class provision effectively to ensure the curriculum is differentiated where necessary, which may include the implementation of Focus Groups and ESA support.

- Group teaching and Booster Groups outside the classroom may be appropriate and these will be carried out under the guidance of the Head of Learning Support. Group size and focus will vary according to need.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievement at all levels.

Evaluating successful provision

In order to make consistent, continuous progress in relation to learning support provision, St Margaret's encourages feedback from staff, parents and pupils throughout the year. Staff are reflective practitioners who benefit from the use of a provision management approach, by year group. This includes the monitoring, review and evaluation of interventions used to support pupils. Provision is reviewed annually and evidence collected will help inform school development, improvement and planning.

Continued professional development

St Margaret's aims to keep all staff up to date with training and development in teaching practice in relation to pupils with additional needs. The Head of Learning Support holds the Advanced Diploma in SENCo Management and all other members of the department are appropriately qualified and can therefore access relevant training. This may include professional development days, focus groups, IAPS and Wiltshire LEA training opportunities and in-house INSET.

Partnership with parents

St Margaret's believes that a close working relationship with parents is essential, as we recognise that they have a unique knowledge of their own child.

This ensures that:

- Early and accurate identification and assessment of additional learning needs leads to appropriate intervention and provision.
- There is continuing social and academic progress of children with additional learning needs
- Personal and academic targets are set and met effectively.
- In addition to formal parents' evenings, parents are welcome to make an appointment with the Head of Learning Support or Learning Support Teacher at any time.
- Parents are informed of their child's progress through progress books, parents' evenings, reports and provision reviews.

Links

We recognise the importance of maintaining close links with feeder Nurseries and Child Minders in the locality. We liaise with other schools to effect a smooth transition when pupils leave or change schools.

When appropriate we work in co-operation with external support services. Additionally, professional relationships are maintained with Learning Support Staff from other educational settings. This enables St Margaret's to share advice, training, development opportunities and expertise.

Complaints Procedure

If a parent has any concerns or complaints regarding the Learning Support provision of their child, an appointment should be made to speak to the Head of Learning Support in the first instance. If the matter is unable to be resolved to the parents' satisfaction, the complaints procedure as included in the Parent Contract should be followed.

This policy considers at its heart, children's rights as exemplified by the United Nations Convention on the Rights of the Child. Specifically:

- Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support for disabled children.
- Article 28 – Every child has the right to an education.
- Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 30 – Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

HH September 2018

Review

This policy will be reviewed at least annually by the Senior Leadership Team.

Effective Date

This policy was last reviewed in October 2019.

Approved by Governors

October 2019

Appendix A

Reasonable Adjustment & Learning Support Criteria

At St Margaret's we have an inclusive graduated approach to both assessment and provision for pupils with additional learning needs.

All pupils are assessed and their progress closely monitored as part of our whole school assessment and monitoring programme. Should further individualised specialist educational assessment, following a period of monitoring (or on receiving information from a previous school for new pupils) be recommended, the school within its reasonable adjustment criteria will bear the cost of the assessment, but retains the right to charge an administration fee to cover the cost of materials.

St Margaret's offers TA/ESA support in all classes across all year groups in order to facilitate differentiation at the highest level possible within the context of our school. The provision is appropriately distributed according to the expectations of the year groups and the specific needs of a cohort. It would be anticipated that as pupils progress higher up the school, the reliance on individual in-class support previously accessed to support academic, social and/or emotional development would decrease. Whilst the need for differentiation remains paramount (in the form of graduated activities, Focus and Booster Groups) and will continue to be part of our inclusive provision, pupils with additional learning needs who may continue to require on-going individual support within the classroom will be requested to contribute to funding costs incurred, in order to provide the level of provision they need.

Pupils in the younger years whose needs extend beyond the high level of provision already in place and whose needs may impact on the other pupils' access to the same level of support, may also be required on this basis to contribute to funding costs incurred, in order to provide the level of provision they need. All additional costs are clearly displayed on the school website and parental agreement is always sought before these are applied.