

SPRATTON HALL

Learning Support Policy

September 2022

LEARNING SUPPORT POLICY

Title: Learning Support Policy	Responsible: SJSC/CJB
Date implemented: September 2005	Last Review: September 2022
	Next Review: September 2023

“The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles.”
(Warnock Report)

Statement of Intent

Spratton Hall aims to create a culture that respects and values each other’s differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential, in line with the Equality Act 2010. Everyone within the school community has a responsibility to ensure that this statement is adhered to, leading by example, identifying any inappropriate behaviour when it happens and taking prompt action to deal with this behaviour.

We aim to remove any barriers that prevents an individual from realising their potential and contributing fully to our school’s performance. In removing these barriers we aim to develop a school culture that positively values diversity. Every possible step will be taken to ensure that individuals are treated fairly at our school.

Principles and objectives

The Learning Support Department follows Spratton Hall’s overall aims and objectives. However, in addition, Learning Support seeks to fulfil these more specific objectives:

- To promote an educationally inclusive school, where the teaching, learning, achievements, attitudes and the well-being of every pupil with additional needs matters.
- To work with subject teachers to identify those children that are making less than adequate progress and plan appropriate provision to ensure that their needs are met to the best of our ability.
- To follow the SEND Code of Practice 2014 on the identification and assessment of special educational needs.
- To adhere to and follow the DfE teacher standards with regard to special educational needs.
- To promote a differentiated approach to the delivery of the curriculum throughout the school, providing a wide range of effective learning opportunities for all pupils with additional needs.
- To recognise the importance of early intervention, working with Pre-Prep to identify children making less than adequate progress.

- To work within the school's assessment systems where possible, and to carry out regular assessments of progress throughout the school year.
- To ensure recommendations in reports from outside agencies are put in place and monitored carefully.
- **To recognise that children with additional needs are vulnerable pupils, and to understand the increased safeguarding risks in relation to our SEND pupils.**

SEND Code of Practice 2014: 0 to 25 years

The Code of Practice offers guidance designed to help schools make provision for pupils with special education needs. The following pages set out the model of assessment and provision that Spratton Hall will provide, in line with this Code of Practice.

Area of need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

- communication and interaction
- cognition and learning
- social, mental and emotional health
- sensory and/or physical

Identification and Assessment

The law says that a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting. This definition of SEN is the same as the definition of SEN in the Education Act 1996.

Whether or not a child has SEN will therefore depend both on the individual and on local circumstances. It may be entirely consistent with the law for a child to be said to have special educational needs in one school but not in another. (Excellence for all Children, DfEE, October 1997).

Therefore the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern and a referral to Learning Support.

- Parents/carer
- Child
- Class teacher
- Response to additional support already in place
- External agencies or support services
- Records – transferred from another school
- Internal school exams and assessments
- External assessments
- Pupil tracking

In identifying children who may have additional needs we can measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from assessment results
- their progress against the objectives specified in curriculum planning
- standardised screening or assessment tools.

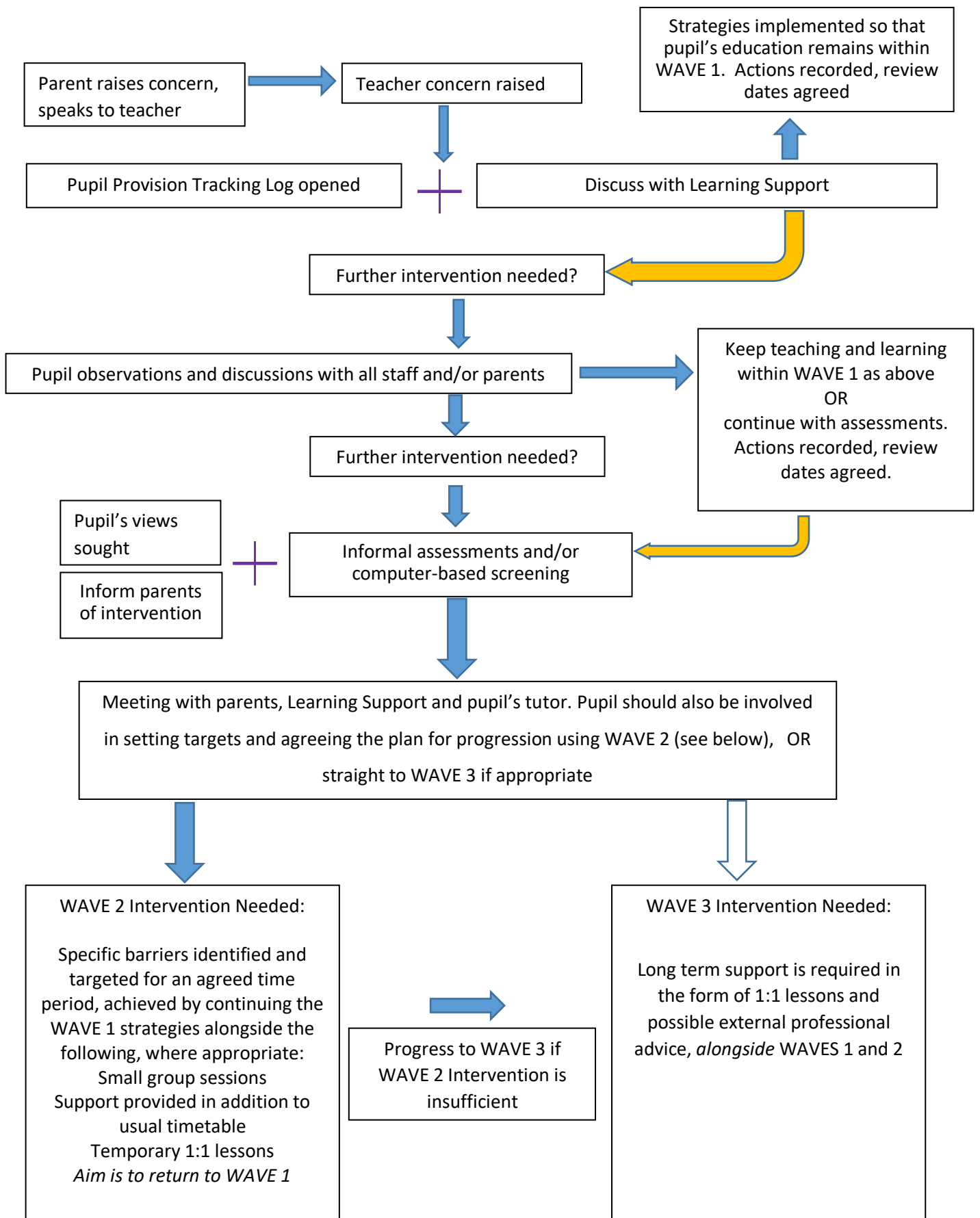
Spratton Hall Model of Assessment and Provision

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties the key test of how far their learning needs are being met is whether they are making progress.

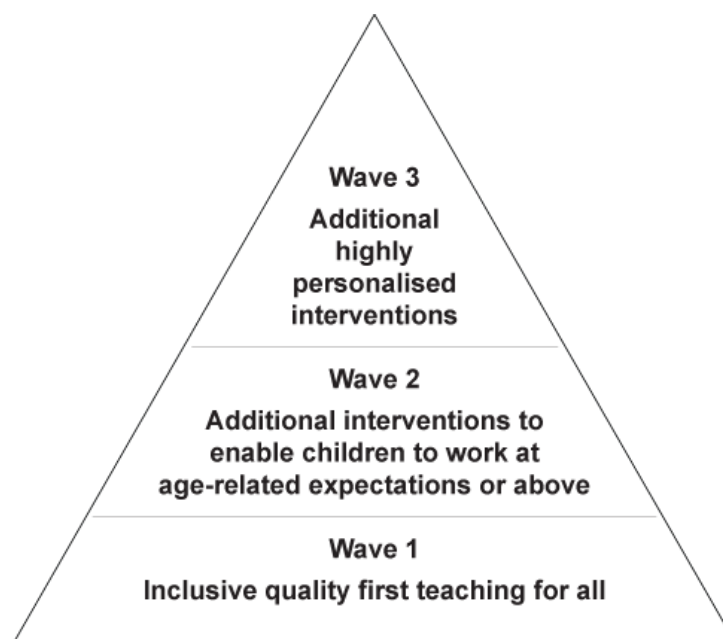
Progress can be defined in a number of ways:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills

Learning Support Referral and Provision Process: A Graduated Approach



The Wave Model of Provision:



Wave 1 Provision

All children are entitled to high quality first teaching at wave 1. This is also described as 'universal provision'. The Teachers' Standards 2012 make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils'. Within Wave 1 teaching, some children may, at times, be taught in small groups or in a one-to-one situation by the class teacher, to support their learning. Learning Support may make suggestions for differentiation at this point, where a teacher has opened up a discussion about a pupil, to keep their learning at Wave 1. A tracking log will be opened to record actions and outcomes. It is expected that the teacher will match targeted intervention to areas of concern and monitor progress accordingly. Where a child has difficulties that cannot be sorted within the Wave 1 provision, or adequate progress is not made, they can be given additional help and support at Wave 2 or 3.

Wave 2 Provision

Children will be placed on the Learning Support List at this point. Children chosen for Wave 2 support are those who are slightly behind and can 'catch up' with the rest of their age group. The school will make a decision, based on how well a child is doing and how far behind they are compared to their age group, as to whether a child could benefit from Wave 2 support. Wave 2 interventions usually last a limited number of weeks, and include small group work, in-class support where practical, and some 1:1 lessons. By the end of the intervention, children in the group should have caught up. The pace of this type of intervention will suit some children who need a quick boost. The child will be involved in setting their own targets based on discussion around what they are finding difficult to achieve in lessons, and what they want the outcome to be. The child who has greater difficulties in

literacy/numeracy or general learning and who is unlikely to catch up with their age group through a Wave 2 intervention should be considered being given intervention at Wave 3. Wave 2 should not be seen purely as a stepping stone to Wave 3 intervention.

Wave 3 Provision

Features of wave 3 interventions are:

- Taught by a teacher in a 1:1 situation.
- Reactive to the needs of the child.
- Targeted in terms of priorities agreed by the child, parents and teachers.
- Structured so that the steps in learning are small and achievable.
- Designed to boost progress and confidence, and help the child close the gap between themselves and their year group.

Differentiation

It is important to identify the strategies that enable us to address the needs of each individual pupil in the confines of a group or of a total school environment. Differentiation forms an integral part of the high quality Wave 1 teaching, as outlined in Assessment and Provision above.

The Head of Learning Support works with the Gifted and Talented Co-ordinator to ensure that best practice is shared and staff are well informed on differentiation strategies and meeting pupils' individual needs. Gifted and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group. Gifted and Talented provision is similar to that of Learning Support, in that a List of pupils is collated and monitored, differentiation is advised and acted upon and external support is sought and utilised where appropriate.

The information in this section aims to provide an overview of the differentiation strategies which teachers are expected to utilise for all pupils, of all abilities, within the school. All staff should consider what strategies are best within the classroom, the department, or the whole school, but it is expected that differentiation is reviewed in accordance to each child's needs.

Differentiation by resource

The pupils should have access to a range of resources. Teachers are expected to pay consideration to the appropriateness of any resource they use in terms of accessibility and the desired impact on a pupil's learning.

Differentiation through assessment

The pupils use assessment information (e.g. marks awarded, comments made) to set personal targets. The pupils should be encouraged to read through marked work, go through marked work with teachers, and identify future targets for their own improvement. Targets should be SMART wherever possible, and positively worded.

Differentiation in tasks and activities

Pupils in the classroom are given different tasks and activities appropriate to their age, experience and ability. Teaching should extend, enrich and challenge pupils' knowledge, skills and understanding. Pupils' needs and expectations must be constantly monitored and reviewed.

Differentiation by setting

In many year groups we are able to set by ability in English, Maths and Science. Setting alone, however, is not sufficient to maximise potential and other methods of differentiation need to be considered within the setting structure.

Differentiation by outcome

Differentiation by outcome is an assessment strategy not a teaching activity. Outcomes should be seen as appropriate to each individual's learning needs and goals, in that they have achieved something which they previously were not able to do. Teachers may set the same task but pupils should be given opportunities to choose the way in which they demonstrate their knowledge and understanding. By doing so, what each pupil produces as an outcome is the best that pupil can do.

Differentiation by extension tasks

Differentiation by extension task is where teachers plan a core set of tasks and activities supported by additional and alternative tasks to extend those who are coasting and support those who are struggling. The availability of different resources will be demanded.

Statutory Assessment of Special Educational Need

Education, health and care plans (EHCPs) have replaced statements of special educational needs and learning difficulty assessments (LDA).

An EHCP looks at all a child's needs and brings together education, health and care services to achieve agreed outcomes. The focus is very much on what is important for children and young people – what they and their families want to achieve now and in the future. EHC plans are available from birth to 25 and include the aspirations of, and desired outcomes for, the child/young person as well as a description of their needs, barriers to learning and provision required to overcome these. The plan can cover health and social care services, alongside education, if appropriate for the individual child. The format of the plan is described in the SEN Code of Practice 2014.

Statutory assessments are undertaken for learners with significant special educational needs. A statutory assessment of a learner's special educational needs can be undertaken when there is convincing evidence that, despite the school/setting, with the help of external specialists, taking relevant and purposeful action to overcome the learner's special educational needs, the difficulties remain or have not been remedied sufficiently. A statutory assessment is a multi-agency investigation that aims to define the long-term needs of a learner. It may or may not result in an Education Health and Care Plan being drawn up.

A child can be brought to the LEA's (Local Education Authority) attention as possibly requiring an assessment through:

- A parent or carer
- A child's school or nursery
- A young person over the age of 16
- Other health or social care professionals e.g. community paediatricians

The following evidence is required when requesting a statutory assessment for an individual child/young person. Where such evidence is missing, the referral is likely to be considered invalid and cannot proceed:

- The education provider's arrangements, which are additional to and different from what is normally available through the differentiated curriculum for all pupils.
- Copies of Individual Education Plans or Provision Map information for the pupil with records of regular reviews and their outcomes;
 - Evidence of a baseline assessment – from which progress can be measured
 - Review dates - with recorded evidence of formal reviews and subsequent adaptations to targets and strategies
 - SMART targets set and pupil achievement towards these monitored and recorded
 - Parent / carer Involvement in discussion of special needs, supporting child's achievement of targets, home / school agreements
 - Advisory professionals involved – including specialist educational advisers, outside agencies working in consultation with teachers e.g. speech and language therapist; Educational psychologist involvement essential at this stage unless there are exceptional circumstances
 - Evidence of a cycle of advice, implementation and review of progress with the outside agency
 - Strategies used with details of arrangements which are beyond differentiation and are additional to and different from those normally available in school
 - Additional resources made available to the child that would enable the child to achieve the targets
 - A costed provision map to demonstrate effective use of resources.

If an educational provider's IEP/provision map format does not contain all the elements above, separate documentation will be required to establish these details:

- One page profile of the child/young person
- Records of consultations with involved educational advisory professionals, including the Educational Psychologist – with reports compiled within the last year
- Curriculum attainments – results of Stepping Stones / National Curriculum assessments, literacy and numeracy levels, EYFS developmental profile
- Views of the parents/carers and of the child, where appropriate

- Medical history where relevant
- Reports or evidence of involvement of other professionals/ agencies e.g. LA Support Services, Social Care, Social Services, Child Health, Speech and Language Therapy Occupational or Physiotherapy

For further information on EHC plans, we would refer to the Northamptonshire County Council website.

Screening and Assessment

The following assessment tools are available to be used in Learning Support, to identify a pupil's needs and strengths, in order to inform and construct intervention.

Paper based:

- Phonics screening
- New Salford Reading Test (standardised)
- Neale Reading Test (standardised)
- Single Word Spelling Test (standardised)
- MaLT Maths assessment

Computer based:

- Lucid COPS 4-8 (standardised)
- Lucid LASS 8-11 (standardised)
- Lucid LASS 11-15 (standardised)
- Lucid Rapid (standardised)
- Nessy Learning Programme

Other anecdotal records, which are part of continuous assessment, will also be used to inform decision making. These may include:

- Work books
- Individual records of support and 1:1 sessions
- Examples of work
- Conversations/interviews with parents / staff / pupil
- Pupil Observations

The results of all tests and records will inform future decision making as to how to proceed with meeting the child's needs. The tests will be carried out in accordance with the referral and provision process and also at regular intervals, as necessary, to assess progress. The aim is to gain a deeper understanding into the pupil's strengths and areas for development, so that we can follow the Wave Model of Provision effectively. They are not used for diagnosing specific disorders – referral to an educational psychologist is necessary for this to be done – but testing is an integral part of the process of building a complete picture of the child

Confidentiality

Details of children who have been referred to and subsequently accessed learning support will be kept in files within the department. Information is shared with relevant members of staff, and with other agencies and with parents whenever and wherever necessary and appropriate.

Links with Pastoral Care

As the Head of Learning Support is also the Head of Pastoral Care, there is a very close link between these two areas within school. At Spratton we believe that the two areas are often inextricably linked, and as a whole team we aim identify pupils who are deemed vulnerable for a variety of reasons. Although many needs and difficulties will be accommodated within these departments without any need for referral, a pupil may still be raised as a concern when it is felt that additional need is required because access to a full education is being impacted upon. The referral and provision process outlined on page 4 is to be followed to ensure appropriate provision is put in place.

The Role of Learning Support

The Learning Support Department consists of:

Head of Learning Support

2 x Learning Support Teachers

The agreed role of the Learning Support Department is to support the work of class teachers by offering specific and general support to children - along with their teachers and parents - who are experiencing learning difficulties in either the short or long term. Learning support work closely with teachers in the early recognition, assessment and testing of children in order to be able to provide the right strategies and interventions for each individual. They work closely with parents, meeting as and when necessary.

The key objective of the department is:

To improve pupils' access and progress through our curriculum and to raise levels of attainment and achievement by:

- Testing, assessing and reviewing the needs of the individual child
- Providing support both in and out of the classroom
- Providing emotional support to promote self-esteem and develop self-confidence.
- Offering support and advice to teachers
- Coordinating provision for children with additional needs
- Maintaining detailed records of work with children
- Contributing to the in-service training of staff
- Monitoring, evaluating and reviewing the Learning Support action plan and budget.
- Liaising with parents and staff regularly
- Consulting with external agencies where appropriate
- Working proactively across the school to achieve early intervention with;

Pre-prep teachers
The Director of Studies

Links with outside agencies and other schools

The school liaises with other agencies and a variety of other schools to ensure that a pupil's needs are being met both whilst at Spratton Hall, and when they move on to other settings.

Planning for transition is personalised to each individual child, and can begin very early for some pupils. Visits, meetings and conversations with parents and others are usually arranged with the Head Master, but, for a pupil with additional needs, this is in consultation with Learning Support to help inform and advise in this process of finding an appropriate placement for them.

Learning support also actively encourage visits from outside agencies where appropriate, including Speech and Language Therapists, specialist teachers and Educational Psychologists. Their feedback and reports feed into the planning for individual children.

Evaluation of success of the policy

Evaluation of the success of this policy requires evidence of:

- Increased pupil and parent engagement
- Early identification of SEN
- Improvement in attainment and achievement of individual pupils as determined by formal and informal assessment
- Increase in staff expertise and knowledge
- Increased grades and exam scores