

Status:	Regulatory
Applies to:	Whole School
SLT Reviewer (initials):	JS-KS
Committee Monitor:	Education



STOVER SCHOOL

Learning Support Policy

Independent Day and Boarding School for Girls & Boys aged 3 to 18 years

Stover School

September 2008

Reviewed October 2011

Reviewed January 2012

Reviewed September 2012

Reviewed September 2013

Reviewed September 2014

Reviewed September 2015

Reviewed September 2016

Next review date September 2017

Rationale:

At Stover School we aim to present a curriculum which encourages the development of self-reliance, self-confidence, self-esteem and motivation to learn. We hope to create a climate of warmth and support in which all our pupils feel valued.

Our pupils, including those with Special Educational Needs, will receive programmes of study, which are balanced and relevant. Our purpose is to provide the right types of experience and support in order to help pupils progress to the best of their abilities.

A Special Educational Need is defined as:

- a) 'a significantly greater difficulty in learning than the majority of children of the same age', and/or
- b) 'a disability which either prevents or hinders a child from making use of educational facilities of the kind generally available in school' (Section 312 Education Act 1996).
- c) 'a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.' (Disability Rights Commission, Code of Practice for Schools, disability Discrimination Act 1995: Part 4).

Aims and Principles

In accordance with our stated rationale, we aim to address the needs of all pupils with Special Educational Needs and will make reasonable adjustments to ensure that those pupils have the greatest possible access to a broad and balanced curriculum, involving parents, as appropriate, at all stages. We believe that meeting an individual's Special Educational Needs is a whole school responsibility. We feel that provision for pupils with Special Educational Needs should, wherever possible, be the same as for every other child in school. If it has been identified that it is necessary to provide auxiliary support or services for individual pupils in order to meet their Special Educational Needs the school will offer support in class through a Learning Support Assistant and/or one-to-one support lessons by a qualified teacher. If the support is not funded by either Devon, Plymouth or Torbay Council, parents will be charged for the provision of auxiliary aids or services.

Procedures

This policy has been developed with regard to the Equality Act 2010, the Special Educational Needs and Disabilities Green Paper (SENDA) 2011, the DfE Equality Act Guidance 2012, the Children and Families Act 2014 and will implement the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2014) which became

effective from September 2014. We will apply procedures as they are described in the Codes throughout the Nursery, Preparatory and Senior Schools.

Roles and Responsibilities

Mrs K Sorensen-Parkes is the Head of Learning Support for Stover School. The main duties of this role are:

- Oversee the day-to-day running of the Learning Support Department
- Managing the team of Learning Support Assistants including their performance management.
- Liaise with parents of prospective pupils with SEND and assessing if Stover School can meet their needs
- Prepare the department's development plans
- Update the school policy on Learning Support
- Teach SEND children on a 1-to-1 basis who have difficulties in the area of English/Literacy or group support for homework or revision for exams including study skills.
- Submit and manage a budget for the LS Department
- Oversee the screening process of Year 7 and 9 as well as new pupils in order to ensure SEND needs are detected as early as possible and appropriate support can be put in place.
- Conduct or arrange more in-depth assessment for children who have been highlighted through the screening process, teacher observation or parents' requests.
- Attend Learning Support review meetings with the Deputy Head and Heads of Department as appropriate.
- Ensure the Examinations Officer and the LSA responsible for access arrangement have reviewed and implemented access arrangements for public examinations.
- Ensure end of term billing is completed and submitted.

Mrs D Fallshaw is the SENCO for KS1 and KS2, Mrs C Harrison is the SENCO for the EYFS and Mrs K Sorensen-Parkes is the SENCO for Senior School including Year 6. The main duties of these roles are:

- Maintain appropriate individual and whole school records for pupils with SEND
- Attend parents' evenings as required
- Co-ordinate the Annual Reviews for children with statements of SEN/EHC Plans
- Liaise with parents of children with SEND which can include discussing any concerns, giving information about their child's progress, arranging assessments and discussing results as well as organising intervention

- Act in an advisory or supportive role to other members of staff, particularly in terms of giving information on pupils' individual SEND needs and looking at strategies to deal with learning and behavioural difficulties.
- Liaise with colleagues within the school and colleagues in other schools, settings and organisations regarding educational psychology services, health and social services.
- Arrange support for students with access arrangements during tests and exams.
- Attend staff meetings where individual pupils are discussed.
- Contribute to the in-house training of staff on SEND issues.

Mrs Shirley Tanner is the Learning Support Maths Teacher. Her main duties are:

- Teach SEND children Maths/Numeracy on a 1-to-1 basis
- Draw up Maths targets for all pupils that have 1-to-1 Maths support lessons.
- Contribute to the in-house training of staff on SEND issues related to Numeracy.
- Liaise with colleagues in the Maths Department regarding any issues concerning students who have numeracy issues and support lessons.
- Liaise with parents of children with SEND which includes setting up support lessons, informing them about their children's progress, discussing any concerns, arranging assessments and discussing results.
- Conduct or arrange more in-depth assessment for children who have been highlighted through the screening process, teacher observation or parents' requests particularly with Numeracy difficulties.
- Attend Parents' Meetings.
- Write reports to parents regarding pupils' progress.
- Liaise with Learning Support Assistants and advise Head of Learning Support of any issues.

The Learning Support Assistant

The Learning Support Assistants report to either the Head of Learning Support SS or Head of Prep School depending on their main area of work. The team consists currently of the following Learning Support Assistants:

LSA SS with responsibility for access arrangements - Mandi Roberts

LSA SS – Geraldine Thompson

LSA SS – Shan Hunt

LSA SS/Units of Sound – Kirstey Lashley

LSA SS – Kate May

LSA SPS/Admin Support/Read Write Inc. – Maria Hind

LSA SPS/Literacy Groups (Nessy) – Jackie Sanders

LSA SPS – Kirsty Freeman

LSA SPS – Tracy Dodd

Their responsibilities include:

- To establish and maintain positive relationships with pupils while ensuring, and communicating, clear professional boundaries.
- To work under the direct instruction of the class teacher to support the teaching and learning activities of specific students. This includes ensuring that the pupil understands tasks and instructions, keeping them on task, offering encouragement as well as frequent, genuine and specific praise and supporting their self-assessment.
- To provide general support to the class teacher in the organisation and management of a specific student in the classroom, however, if at times the student wants to work independently the LSA can provide support for other children using their own initiative or undertake other tasks if requested by the teacher.
- To foster and encourage positive relationships amongst pupils and act as role model showing appropriate social communication and behaviour.
- To maintain high professional standards at all times including punctuality and adhering to individual classroom rules particularly those related to health and safety.
- To be aware of pupil problems, progress and achievements, and report these to the teacher and SENCO/Head of Learning Support as well as keeping records if appropriate and ensuring confidentiality if necessary.
- To assist with the general pastoral care of the pupils, including helping them if they are unwell, distressed or unsettled which might include taking them to the nurse or taking them to the Learning Support Department if the teacher sees this as appropriate.
- To be aware of school policies and procedures concerning working with children and to report any concerns to an appropriate named person.
- To assist with the supervision of specific pupils out of lessons, but within the school day and their contracted hours.
- To accompany teaching staff and specific pupils on visits, and out of school activities as required.
- To attend relevant meetings concerning the pupils the LSA has supported in lessons.
- To contribute to the planning, setting targets and review of Pupil Passports.
- To liaise with parents under the guidance of the SENCO.
- To keep up-to-date with national SEN issues, participate in training opportunities and professional development as appropriate.
- To assist with the development of basic Literacy, Numeracy and ICT skills and to support their use in learning activities.

- To adhere to school health and safety policy including risk assessment and safety systems
- To adhere to school policy on equality and diversity.
- Such other duties as may be reasonably directed from time to time for the good of the school and its pupils.

Staff Development

All staff will be given the following opportunities:

- INSET days on SEN
- Specific training courses
- Learning Support training in school
- Feedback as required at meetings.

Admission Arrangements

Stover School is non-selective and we look positively at all requests for admissions. The school has an Accessibility Plan available on request.

New Entries/Transfer from other schools:

The Principal/Registrar/Head of Prep School will interview prospective students with their parents/carers. If it is established that the pupil has SEND the Head of LS will be informed, review any relevant documentation, meet with parents/carers to discuss if Stover School will be able to meet the needs of their child and if so will discuss arrangements that would need to be made to provide any additional support that the student requires. It might be necessary to contact the SENCO at the current school, arrange an observation of the pupil in his/her current school setting and arrange some structured taster days to ensure a smooth transition is achieved. All teachers will be informed through the distribution of a pupil passport.

Primary/Prep School Transfer:

The SENCO of the Senior School is available at the Year 6 Open Evening in September each year and throughout the year to discuss provision for individual children who will transfer to Senior School. The SENCO will hold meetings during the Summer Term with class teachers and the Head of Prep School to discuss and plan provision for children transferring from Prep School. Pupils' passports will be distributed to Senior School subject teachers to inform about needs and strategies and the SEND register will be updated. Pupils with SEND will come to the LS area in Senior School during the summer term to meet staff and get familiar with the facilities and organisation.

Accommodation & Resources

The Senior School Learning Support Department is currently accommodated within the Cedar building and consists of a Learning Support Office where all confidential records

for Senior School SEND students are held, a classroom for study and prep, a meeting/small group teaching room, three small rooms which are used for 1-to-1 teaching lessons, conducting assessments, individual study and supporting pupils during exams, tests and study. The Preparatory School Learning Support classroom/office is situated in the GLAD room (room P 21) and holds all confidential records for SPS SEND pupils.

Integration is a commitment and most SEND teaching should take place within the classroom particularly by differentiated teaching. However, due to a range of needs, some withdrawal may take place on an individual basis or in small groups in both Senior and Preparatory Schools. This tuition will usually take place in the Cedar building or the GLAD room.

The Learning Support Office, Learning Support Classrooms and the GLAD room hold a bank of materials to support SEN work as well as textbooks and workbooks from the different subject areas. These materials are under constant review and are updated as necessary. There are also computers and a printer/photocopier available to be used to complete homework or access programmes helpful to SEND children.

Homework

The staff of the Learning Support Department in the Senior School will support pupils during Activity time on a daily basis. Only children on the SEND register are able to attend and to receive support with their homework tasks. If the Learning Support Staff feel that a child doesn't require any support and is able to work independently they might be asked to attend the Activity Supported Study in a designated classroom.

Access to the curriculum

Our aim is for all pupils to receive programmes of study, which are balanced and relevant. We recognise that students with SEND might at times benefit from not attending all lessons of the regular timetable in order for them to be successful overall. Therefore, some students will be offered the opportunity to drop a language or possibly another subject in KS2 and KS3 or choose fewer options in Years 10 and 11, to provide them with additional study time, group or 1-to-1 support lessons. We also recognise that for some pupils access to vocational courses would benefit their overall development and help them fulfil their future ambitions. Therefore, Stover School has links with local colleges and pupils are able to attend vocational education on a day release basis.

Identification, Assessment, Action Planning and Review

The importance of early identification, assessment and provision for any child who may have SEND cannot be over-emphasised. The earlier the 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 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 might be needed to support the child's progress.

Identification

The form, class and subject teachers are most likely to identify a child's SEND. It may be that the child is failing to make academic progress in certain basic skills or is showing extreme patterns of behaviour and has very poor self-esteem. The parents might also express an initial concern. In addition, assessments in SPS in the core subjects, the screening process undertaken by the Learning Support department for all children in Years 7 and 9, as well as for any new students, will highlight any weaknesses in the areas of literacy or numeracy. Whatever the trigger, the expression of concern will be acted on as soon as possible.

Assessment

Once a concern has been registered an initial assessment of the child's difficulty is made by the Cause of Concern form being completed by either the classroom or relevant subject teacher. This might also include some work samples. After a consultation with the parents, further assessments might be suggested, a referral to an outside agency or specialist, strategies within the classroom and/or some specific intervention.

The results of all this information will be collated by the SENCO and discussed with the parents and other relevant parties (e.g. the Deputy Head, Head of Prep and subject teachers). Following the report and discussions with the parents and subject teachers, the SENCO will plan and implement intervention strategies to support the pupil, and devise a pupil passport if necessary.

The student will be added to the SEND register and will be monitored throughout the school year. Progress of pupils receiving any intervention measures is monitored through each pupil's assessment profile. Provision will be personalised and modified as deemed necessary by the SENCO in consultation with the pupil, parents, teachers and LSA's.

Pupil Passport

Pupil Passports are an important tool in the day-to-day work with SEND children. The purpose of a Pupil Passport (PP) is to inform teachers and others working with the child

of the specific difficulties the child have. Some general information will be recorded about the pupil, as well as the nature of support needed, some specific details, the support provision arranged, access arrangements, any recommended strategies and targets that have been set.

The PP allows school and staff to plan for progression, monitor the effectiveness of teaching, monitor the provision for additional support needs within the school, collaborate with parents and other members of staff and help the child become more involved in their own learning and work towards specific targets. The key short term targets and strategies for an individual pupil will include some which are different from or additional to those in places for the rest of the group or class. Targets of achievement should be specific, measurable, achievable, realistic and time-limited (SMART).

A PP will be drawn up for each child with SEND. The PP will be reviewed at least once per year. The SENCO, Learning Support Maths Teacher, the Learning Support Assistant who is mainly supporting the child or the class teacher in Prep School will discuss with the child which areas they find difficult and, based on this child-centred information, the PP will be drawn up, new targets will be set, any extra provision detailed and outcomes established. The PP will then be sent to parents or discussed during a meeting. Once this has been agreed the PP will be shared with all teaching staff. The PP will be monitored and revised regularly by the Learning Support and Teaching Staff. It is recommended that 3 or 4 short-term targets should be included, depending on the child's needs.

Involvement of an Educational Psychologist or other external agencies

Where the involvement of external agencies or additional provision is required, a pupil moves into the category of 'Outside agencies involvement' on the SEND register. When this is the case, the SENCO takes the lead in contacting parents (informing them of any costs involved) and the outside agency and arranges the visit. When a report on this visit is received, the SENCO will share this with the Deputy Head/Head of Prep School and all staff through giving information in the weekly staff meeting and distributing a new and/or updated Pupil Passport. Whilst the SENCO will usually take the lead in implementing any recommendations, day-to-day provision continues to be the responsibility of the class/subject or form teacher.

EHC Plan

Very occasionally the needs of an individual cannot be met effectively through the provision of school alone. If this is the case then either parents or school can request that a formal (statutory) assessment is carried out, led by the Local Education Authority (LEA). Following a multi-agency assessment, an Educational Health Care Plan may be

prepared for the child describing the provision that is required for that pupil. A new PP will be devised at this point.

Documentation

All SEND information can be accessed by teaching staff on the W:Drive under Learning Support Department:

- SEND register
- Pupil Passports
- Exam concession
- Screening Results
- SEND explained
- Target Setting
- Timetables both for LS staff and supported pupils
- Training/INSET documents

The SEN Register is a list in which all children are registered that have some Special Educational Needs and there are three categories namely school awareness, additional support within school and outside agency involvement. The information aims to give a quick overview of the child's essential data such as date of birth, year group, tutor, statement/EHC Plan, access arrangements, and the nature of the special need.

Reading and spelling assessments might be carried out for any child who falls below 85% in the NFER English End of Year Test or in the screening process; or who is on the SEND register and has a specific literacy need. In the case of the latter, they will be added to the SEND Register and tracked under school awareness. In SPS students are tracked under school awareness that are identified as consistently working two sub-levels below what is expected for their chronological age.

Access arrangements

A candidate's access arrangement requirements are determined through their needs being assessed by an Educational Psychologist, the SENCO or one of the members of staff of the SEN department who holds the relevant qualifications to assess pupils appropriately (see whole school assessment process). The results of these will be kept in a file in the Learning Support Department and also forwarded to the Examinations Officer as evidence of need, and submitted to the awarding bodies accordingly by the Examinations Officer.

It will be the responsibility of the Examinations Officer and the LSA responsible for Access Arrangements, in liaison with the SENCO, to inform staff of any special

arrangements that individual candidates can be granted during the course of exams and assessments.

The allocation of rooms for invigilation and the appropriate support for access arrangement candidates will be considered between the exam officer, the LSA for Access Arrangements and SENCO.

Teacher's responsibilities and procedures

- Teachers must inform the SENCO when there is a concern about an individual student. The SENCO will look at what the specific problem is and what strategies have been tried to support the student. If all appropriate unilateral strategies have been attempted and further intervention is necessary, the SENCO will carry out an individual assessment and if necessary contact parents to discuss further intervention. If necessary a PP will be devised for the pupil.
- Attention must be given to devise strategies and identify appropriate methods for ensuring access to the curriculum including strategies for providing differentiated teaching and differentiated homework. The volume of homework should be judged sensitively.
- Teachers must liaise regularly with the SENCO to provide feedback on the pupil's progress and be aware of pupil needs and the objectives of the PP.
- Teachers need to set SMART targets each term for each SEND pupil.
- Teachers need to keep themselves informed about pupils' SEND through the relevant documentation and inform the SENCO of strategies and teaching methods that have been successful with individual students in order to update the relevant documentation.
- The teacher must be aware of access arrangements for all pupils and ensure that they are put in place during tests and exams.
- Teachers might be asked to attend meetings arranged by the SENCO with parents of individual students to discuss individual student's progress or difficulties if necessary.
- Teachers need to ensure the LSA's supporting specific students know and understand their roles as well as the objectives, targets, strategies and teaching approaches for the session.
- Teachers are responsible for the overall learning, behaviour and marking of work of students with SEN even if the student is supported by a LSA.
- Teachers should ensure that the child's achievements are recognised and celebrated in order to nurture self esteem and confidence.

English as an Additional Language (EAL)

These pupils are not considered to have special educational needs and their needs are met by the Head of Department for EAL. However, some EAL children might have Special Educational Needs and the Learning Support Department and EAL Department

will work closely together to identify those children's needs, provide additional support and monitor the provision.

Code of Practice

The school's Learning Support policy is freely available to staff, parents and governors. The school welcomes parental involvement. Parents are encouraged to meet the class teacher, SENCO, Deputy Head, the Head of Prep School or the Principal to share their concerns at any mutually agreeable time. At review meetings with parents the child's strengths as well as weaknesses are discussed and suggestions are made as to how the parents can help at home. The focus is on jointly tackling shared concerns, monitoring outcomes and reviewing progress together.

There may be occasions when it is appropriate for Learning Support staff to offer support involving minimal and carefully considered physical contact in order to provide reassurance.

Implementation

The SENCO will work with parents, pupils and staff to evaluate the school's effectiveness in meeting Special Educational Needs.

Evaluation

The Learning Support policy will be evaluated annually and an assessment of the effectiveness of the school's implementation of its Learning Support policy will be given as part of the Principal's report to governors.