



Northcote Lodge School Limited

LEARNING SUPPORT POLICY

Broomwood Prep – Boys

Introduction

Broomwood Prep – Boys is committed to quality teaching to ensure access for all to the full curriculum. All pupils are encouraged and supported so that they achieve to the best of their ability. We recognise that some pupils may have special educational needs or disabilities which require specific measures to be put in place. Lessons are differentiated by the class teachers to meet the spectrum of ability within the class and the majority of the educational needs of the children at Broomwood Boys will be met within the classroom.

This policy details the steps that are taken through learning support to ensure that all the children at Broomwood Boys achieve to their full potential by:

- ensuring children with specific learning differences are identified, assessed and supported as early as possible.
- taking reasonable steps to ensure that appropriate resources, provision and support are provided for children with specific learning differences.
- monitoring the progress of these children and reviewing the effectiveness of the provision for these children.
- giving class teachers the appropriate training, information and assistance to meet the learning needs of children with specific learning differences.
- working with pupils, parents and external specialists to plan for the most appropriate provision and support, to help children with specific learning differences maximise their learning opportunities.

This policy was reviewed and updated in September 2023 with reference to, where appropriate: The Code of Practice for SEND (2014), Part 3 of The Children and Families Act (2014), The Disability Discrimination Act (2005) and Every Child Matters.

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Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has SEND if they have a learning difference or disability which calls for adjusted, either integrated or enhanced, educational provision to be made for them. In accordance with the Children and families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in the mainstream schools and early years provisions.
- are of compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children will not be regarded as having a learning difference solely because the language of their home is different from the language in which they will be taught.

Special educational needs may relate to one or more of the following areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that provision for children with special educational needs takes account for the type and extent of the challenges experienced by the child.

Responsibilities

The governing body and headteachers are responsible for overseeing the school policy, its implementation and the provision for pupils with SEN and disability.

The Head of Learning Support at Broomwood Boys is Mrs Amy Burt and the Assistant Head of Learning Support is Cecilia Christophers. Their joint responsibilities include:

- Overall day-to-day responsibility for the operation of the learning support policy.
- Coordinating specific provision for children with SEN and disabilities.
- Ensuring all staff understand their responsibilities to children with SEND.
- Ensuring teachers are aware of all the necessary information needed to help them meet the learning needs of the children they teach.
- Ensuring parental contributions are integral to the provision plans for children with SEND.
- Liaising with external professionals and agencies as appropriate
- Working closely with SLT to review the impact and effectiveness of our SEND provision
- Responsibility for maintaining the SEND Register and Learning Support Folder in Pool

Teaching children with specific learning differences is a whole school responsibility as, where possible, differentiation and provision should take place within all lessons.

Aims and objectives of provision for pupils with SEND

In developing provision for pupils with SEND, our aims and objectives are:

- To create a learning environment that meets the learning needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age.
- To ensure that all staff understand and fulfil their roles and responsibilities in providing for children's special educational needs.
- To have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs.
- To enable all children, including those with SEND, to have access to all elements of the school curriculum.
- To enable all parents and carers to play their part in supporting their child's education.

- To empower our children to self-advocate and to have a say in how their individual needs are met.
- To promote a positive view of learning differences by educating children about learning differences and neurodiversity.

Identifying Pupils with Special Educational Needs and Disabilities

It is understood that early identification of specific learning needs is hugely important. Therefore, steps are taken to identify and assess children where needed on entry into Year 4. However, the needs of children change over time and therefore the identification and assessment of learning differences is a continuing process throughout the school.

For children joining Broomwood Boys from Broomwood Hall, the learning support departments and teaching teams across sites meet to support transition so that children can be supported appropriately on entry to Broomwood Boys.

For new children joining Broomwood Boys from other schools, the admissions team will gather relevant information such as learning support history and any previous specialist assessments to share with the Head of Learning Support at Northcote. This will allow us to be notified of any support that was in place at the child's previous setting, and where necessary to carefully monitor a child's support. The joining of new children is an important time for parents to share any concerns that they might have about their child's development.

The ongoing identification of children with specific learning differences is done through formative, summative, and cognitive ability testing. All teachers are involved in tracking pupil progress and may raise any potential SEND concerns with the academic and learning support teams in our tracking meetings or through communication with the learning support team. As well as assessment data, many other indicators will be considered when identifying children with learning differences including a decline in the rate of progress, social and emotional changes, and behavioural changes. It is very important that if a parent has a concern about their child, they should raise this with the school as soon as possible.

If a concern is raised, the academic and learning support teams will then take the appropriate action which can involve consultation with the parent and the teacher to monitor and provide for the need of a child. At this stage, teachers may use additional support strategies in class and a child may be included in small learning support groups for skills such as reading and typing. These groups provide extra support and allow pupil progress to be closely monitored. Provision maps for additional support are reviewed and updated on a termly basis.

To provide us with more detail around a child's learning profile, we may recommend that a member of the learning support team observes and/or carries out an internal screening, focusing on aspects of a child's learning that have been flagged by teachers. Parental permission is acquired for this step and once this is complete, we share our findings with parents and discuss next steps in terms of provision.

External Professional Assessments

Where the results of observations and screening tests suggest the presence of an underlying learning difference the school may recommend an external professional diagnostic assessment such as an assessment by an educational psychologist. The school will support the parents through this process. If there is a cost of the external assessment, this will be borne by the parent. The outcomes of these assessments should be shared with the school allowing us to adjust and enhance our provision to match any specific needs identified in the report. These assessments give teachers and parents an invaluable insight into the child's learning profile and allow for some children to have access arrangements in exams.

Learning Support and SEND Provision

We aim to provide a graduated, collaborative and inclusive approach to support at each stage using the assess – plan – do – review process.

Assess – Plan – Do – Review

Assess: The school will identify the needs of a child using the tools outlined above so that support and provision can be matched to their needs. This assessment will include the use of whole school assessment data and may include other assessments such as in school screening tests or external professional assessments.

Plan: Where it is decided to provide additional learning support the class or form teachers and the head of learning support will agree in consultation with the parents and the pupil what interventions, strategies, support and approaches will be put in place. Where an individual learning plan is written these strategies will be included in the plan.

Do: Strategies and interventions will be put into action. This might include classroom-based support strategies, small learning group interventions or specialist teacher support.

Review: The effectiveness of any support and its impact on the child's progress will be monitored as set out below. The reviewing and monitoring process therefore feeds back into the planning process where provision might be amended or changed. Any changes will be done in consultation with the parent and pupil as appropriate.

The Support Stages

Inclusive practice: All children are supported in class through inclusive practise including differentiation and scaffolding. These are implemented by the teaching staff as part of our whole school inclusive approach.

Flagged and monitoring: A child if flagged and discussed at a tracking meeting. Appropriate support strategies are put in place and progress is monitored by teachers. The learning support department may offer guidance for support. A child may be included in small learning support groups.

Assessments: The school will contact a child's parents to share recommendations for internal observations and assessments. With permission, a member of the learning support department may then observe and complete internal screening assessments to inform next steps. Targeted support strategies may be implemented in the classroom

and a child may be included in small learning support groups. Next steps for support and / or external specialist assessments may be recommended.

SEND: If a child is identified with SEND, they are included on the SEND register. Support strategies and access arrangements are added to the register for teachers to implement, including key external assessment recommendations. Support strategies for children on the SEND register may include in class support as part of the whole school inclusive approach, in class or small group support with a member of the learning support team, or one-to-one support with a specialist teacher which is implemented in agreement with parents.

Learning Support Groups

The learning support team runs a range of different booster and intervention groups. These groups include the teaching of the core skills of reading, writing and maths as well as developing other learning and social skills. The learning support team works closely with teachers to put in place groups that meet the specific targets of a group of children. It is important to know that being in one of these learning groups does not mean the child has been identified as having a learning difference. Children are considered on an individual basis by the learning support team, in collaboration with their teachers to focus on targets that have been identified through summative and/or formative assessment.

Specialist Learning Support Teachers and Therapists

The learning support team will coordinate the provision of external specialists in the school where this is part of the learning support provision plan. As part of our graduated approach to support, a child's need for 1-1 learning intervention is continually considered by the learning support team, the specialist peripatetic teachers and a child's teachers. We keep parents informed of our recommendations for support. This can include specialist teachers and therapists who work on-site during the school day on a one-to-one basis with the child. The specialist teachers and therapists will usually be involved when a child is in the SEND stage of support.

The number of additional lessons the child receives per week will depend on the level of need. Usual provision is one session per week but a pupil with more complex differences may have more than one session per week. Learning Support lessons are 40 minutes long. Parents are kept informed of the focus areas and progress their child is making.

Individual Education / Learning Plans and Pupil SEND Profiles

Where appropriate, the learning support department may put together a Pupil SEND Profile for pupils with SEND which is shared with school and home as part of a collaborative approach. Some pupils may also have an Individual Education Plan (IEP) or an Individual Learning Plan. These are personalised plans that detail specific learning targets for a child and outline provision that will be put in place to support these target areas. Pupil voice is carefully considered as part of this process. The need for a Pupil SEND Profile, an IEP and/or an ILP is reviewed by the Head of Learning Support in collaboration with the team around the child.

Monitoring progress

The monitoring of the progress of children with SEND and those on the Concern Register is carried out through the whole school assessment process with the support of the academic team and the pastoral team. Whole school progress at Broomwood Boys, including progress for pupils on the Concern and SEND Registers is monitored through processes including:

- Weekly tracking meetings led by the Deputy Head Academic or Assistant Head Academic
- Summative assessment data led by the Heads of Department
- Effort, Progress and Attainment termly reporting across subject areas
- Consideration of CATs in comparison to a child's attainment in class or subject assessments

In addition to the above, the learning support department monitors progress through processes including:

- Termly reviews of children on the Concern Register as part of the graduated approach to support
- Termly whole school provision maps which are reviewed and adapted accordingly
- Some children have IEPs which are reviewed by their specialist teacher / the Head of Learning Support in collaboration with their teachers
- For those children with an EHC Plan, their IEPs are reviewed termly and their EHCP is reviewed annually. This review process involves the team around the child.

In collaboration with the academic and pastoral teams, the Head of Learning Support will recommend support plans for those children whose progress we are concerned about.

Provision for Pupils with an Education Health Care Plan (EHCP)

The needs of most pupils with SEND will be met through the school's support system, including provision from outside specialists and therapists. However, where the child does not make expected progress, taking into account the support that has been put in place, parents and the school have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan to provide additional funding for the education of the child. The school will always consult with parents before exercising the right to ask for an EHC Plan. Parents are asked to consult with the school before exercising their right to request a plan. EHC Plans are managed by the Head of Learning Support and reviewed annually.

Where the local authority agrees to make an assessment, the school will support the parents in this process. If the local authority refuses to make an assessment, parents have a right of appeal.

Where a prospective pupil has an EHC Plan, the school will consult with the parents and the local authority to ensure that the provision specified in the EHC Plan can be delivered by the school.

Parents and Carers Role

The school works closely with parents and carers in the support of children with special educational needs. We encourage an open dialogue. Our regular PTI meetings facilitate this but the subject teacher, learning support team and SLT are available to talk to.

Parents are often key to helping the school effectively support children with learning differences.

If a parent has any concerns about the development and progress of their child, it is important to raise this with the school. Ordinarily the first contact will be with the form teacher, subject teacher or head of year but the academic and learning support teams are also available to hear any concerns and to offer support and advice. Parents may have concerns around areas like attention and focus, fine motor skill development or literacy.

Use of IT

IT is a hugely effective and engaging tool for all children and especially those with specific learning differences. All children have access to iPads and are introduced to touch typing, speech to text and immersive readers as required so that this becomes a usual way of working. Access arrangements for children like extra time, scribes/readers, rest breaks or small room settings are arranged for exams as appropriate providing that the necessary JCQ criteria are met.

Pupil Voice

It is our aim to empower all children at Broomwood Boys to take ownership of their personal development, to self-advocate and to recognise their strengths. Our school wide growth mindset approach helps children to develop the language and self-awareness to talk about their strengths and targets in an optimistic way. Children who are receiving support are regularly asked to consider how they are finding the support and how it is helping them. This opens up a discussion between the teacher and the child as to what other strategies and approaches might help them further. For those children that have an IEP or those that have target sessions with the Head of Learning Support when deemed necessary, they contribute towards these by identifying their strengths, targets and approaches that help them learn.

Neurodiversity

At Broomwood Boys we celebrate neurodiversity and have a whole school approach to understanding children's learning profiles and helping all children reach their full potential. We understand that learning differences affect the way that information is acquired and processed, and it is our aim to help create a positive and open dialogue around learning differences and neurodiversity. The unique way in which individuals with learning differences think and learn brings with it specific talents, strengths, and aspirations. It is our aim to help children identify these talents and to use these strengths to help them have a fulfilling education and exciting future ambitions.