



Broomwood Hall Limited

LEARNING SUPPORT POLICY

Broomwood Prep –Girls and Broomwood Pre-Prep

Broomwood is committed to quality first teaching in the classroom, ensuring access to the full curriculum for all pupils. Culture is key: all pupils are encouraged and supported to be their best. We recognise that some pupils will require extra support as they may have a specific learning need. Learning support is dynamic and will change throughout a child's school career. We appreciate the need for school, parent and child to collaborate, ensuring personal and academic progress for all pupils on the learning support register.

Learning support staff:

- Lucy Stevenson is responsible for Pre-Prep Learning Support
- Alexandra Edwards is responsible for Broomwood Girls Learning Support
- Amy Burt is responsible for Broomwood Boys Learning Support
- Heads of Learning Support are responsible for day-to-day Learning Support provision for all pupils on their site



- Heads of Learning Support collaborate with teachers to ensure quality first teaching, work with SLT to ensure inclusive culture and work with pupils to help them understand their learning differences

Defining special needs:

- A child or young person has SEND if they have a learning difficulty or disability which calls for adjusted educational provision, in accordance with the Children and Families Act 2014
- SEND may relate to:
 - cognition and learning
 - communication and interaction
 - social, emotional and mental health (SEMH)
 - sensory and or physical needs
- The nature of an individual's needs might change over time

Identification:

- We ensure that children with SEND are identified and provided for as early as possible



- We use digital test results (CAT and PTE/PTM) and internal assessments to keep a quantitative track of all pupils' academic progress
- ➔ Class teachers meet weekly to discuss concerns raised by themselves or parents in order for all staff, guided by the Head of Learning Support to monitor – these children are then highlighted on the learning support/monitoring register for all staff to monitor
- ➔ This list is a working document: children can be taken off the list (or re-added) as their needs change
- ➔ Appropriate support strategies are put in place whether in class or in learning support intervention groups
- ➔ Progress is monitored using an assess, plan, do, review model
- ➔ Where a child has an identified special educational need, they may have further help from external agencies
-

Provision:

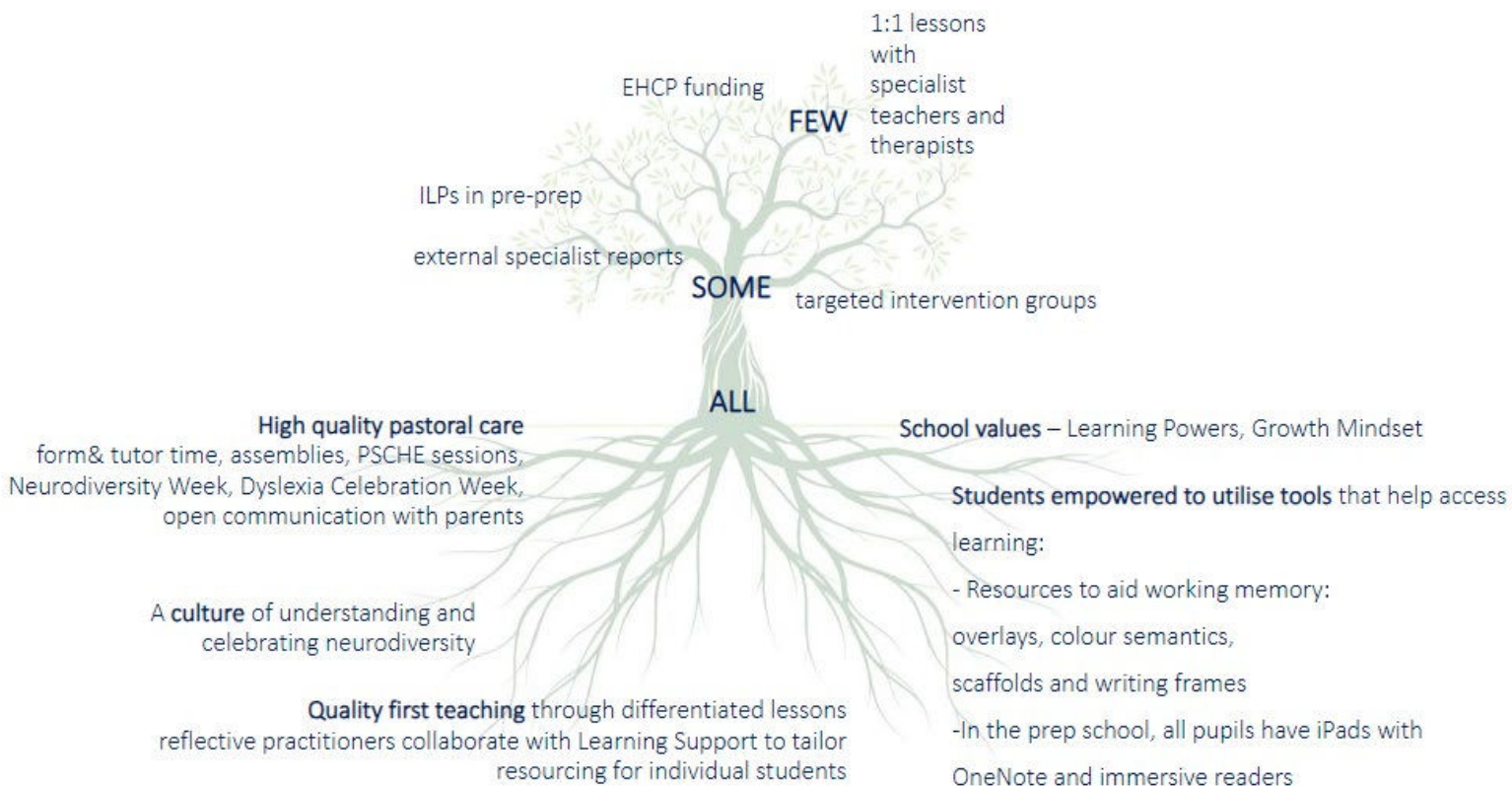
- Provision is divided into three tiers: 'all', 'some', and 'few'
- All children enrolled at Broomwood have a level of learning support through the culture and quality first provision



- **Some** children attend learning support groups– the focus of these groups will change throughout the year and the children in each group may change
- **Some** children may have Individual Learning Plans (ILPs) to outline their SMART targets
- **Some** children may require an assessment from an Educational Psychologist, Speech and Language Therapist, Occupational Therapist or another external therapist to inform their provision at Broomwood



- **A few** children have specialist 1:1 provision funded by parents or EHCP



Access Arrangements:



- Children can be granted the following access arrangements for exams when formally recommended by an Educational Psychologist/Specialist Assessor:
 - 25% extra time
 - a reader or reader pen
 - a scribe
 - a separate room
- Some children will have formal recommendations that do not fit with their normal way of working and will therefore not have this provision in exams e.g. a child with ADHD may trial a separate room and be more distracted and therefore sit exams in the hall with the rest of their cohort

Provision for children with Education Health Care Plans (EHCP):

- The needs of most pupils with SEND will be met through the school's Learning Support system
- Where a child does not make expected progress due to more severe needs, parents and the school have the right to ask the Local Authority (LA) to make an assessment with a view to drawing up an EHCP



- This plan is a legal document that covers the child's education, health and care needs
- This plan is reviewed annually by the Head of Learning Support, parents, the pupil and the LA