



Broomwood Hall School Limited Northcote Lodge School Ltd

LEARNING SUPPORT POLICY

Broomwood Prep – Boys, Girls & Pre-Prep

Introduction

Our learning support approach at Broomwood School (Broomwood Pre-Prep, Broomwood Prep-Boys and Broomwood Prep-Girls) focuses on providing an inclusive environment for our pupils. We aim to encourage and support all pupils to *be their best*. We have a whole school approach to supporting pupils with Special Educational Needs and/or Disabilities (SEND) which is coordinated by the Heads of Learning Support at each site. We also appreciate the need for school, parent and child to collaborate, to support personal and academic progress for pupils.

This policy outlines the steps that are taken to provide an inclusive education for all children, including those with SEND:

- children with specific learning differences are identified, assessed and supported as early as possible.
- reasonable steps are taken to ensure that appropriate resources, provision and support are provided for children with specific learning differences.
- progress of these children is monitored and the effectiveness of the provision for these children is reviewed.
- teachers are provided with the appropriate training, information and assistance to meet the learning needs of children, including those with SEND.
- the school works with pupils, parents and external specialists where needed, to plan for the most appropriate provision and support, to help children with SEND to maximise their learning opportunities.

This policy was reviewed and updated in September 2026 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, The Equality Act (2010).

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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 SEND.

Heads of Learning Support

Broomwood Pre-Prep: Lucy Stevenson

Broomwood Prep – Girls: Nicole Hunt

Broomwood Prep – Boys: Cecilia Christophers

Their responsibilities include:

- Overall day-to-day responsibility for the operation of the learning support policy.
- Coordinating specific provision for children with SEND.
- 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.

Teaching children with 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 make reasonable adjustments to our learning, teaching, assessment and support arrangements where required, in an accordance with the Equality Act 2010. We will take reasonable steps to identify and remove barriers faced by learners with disabilities or other protected characteristics, ensuring that they have equitable access to learning opportunities, resources, assessments and support.
- 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 neurodiversity in line with the Equality Act 2010 which states schools have a legal duty to eliminate discrimination and advance equality of opportunity.

Neurodiversity

At Broomwood we celebrate neurodiversity and have a whole school approach to understanding children's learning profiles and helping children reach their potential. We understand that learning differences may 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.

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. This is a continuous process throughout their education, as the needs of children may change over time.

For children joining Broomwood Boys or Girls from Broomwood Pre-Prep, the learning support departments and teaching teams across sites meet to support transition so that children can be supported appropriately.

For new children joining Broomwood from other schools, the admissions team will gather relevant information such as learning support history and any previous specialist assessments to share with the Heads of Learning Support. This will allow us to be notified of any support that was in place at the child's previous setting, plan provision for the child and where necessary monitor a child's progress. The transition phase 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 summative and formative assessment. 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. Alongside academics, pastoral information is an essential part of our tracking process. 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, pastoral and/or 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 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

If the learning support department feel that there may be indicators 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 for 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 learning differences 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.

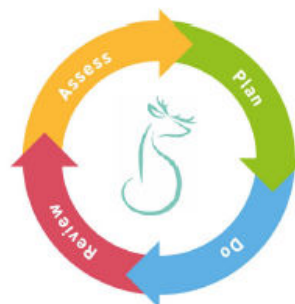
Plan: Where it is decided to provide additional learning support the class or class teachers and the head of learning support will agree in consultation with the parents and the pupil what interventions, strategies, support and approaches will be put in place.

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. 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.

SUPPORT STAGES at Broomwood

We aim to provide a graduated, collaborative and inclusive approach to support at each stage.



Support Stage	Actions
 Inclusive Practice	Our whole school approach is inclusive. All children are supported in class by teachers including through differentiation and scaffolding.
 Monitoring	Child is flagged and discussed at tracking meeting. Appropriate support strategies are implemented by teachers. The learning support department may offer guidance. A child may be included in small learning support groups.
 Assessments	Learning support team may recommend assessments to further explore a child's learning profile. Further targeted support strategies may be implemented. The school work closely with parents and the child throughout the assessment process.
 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.

Learning Support Groups

The learning support teams run a range of different booster and intervention groups. These groups may include the teaching of the core skills of reading, writing and maths as well as developing other learning and social skills. Children are considered on an individual basis by the learning support team for these groups. This is in collaboration with class/subject 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 may include specialist teachers and therapists. We are able to facilitate some of these peripatetic lessons on site during the school day.

Individual Education / Learning Plans and Pupil SEND Profiles

Where appropriate, the learning support department may put together a Pupil SEND Profile, an Individual Education Plan (IEP) or an Individual Learning Plan (ILP) for pupils with SEND. These documents are shared with school, home and specialists as part of a collaborative approach.

These are personalised plans detailing specific learning targets for a child and outlines provision and recommended strategies to be put in place to support them. 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 Heads of Learning Support in collaboration with the team around the child.

Monitoring progress

The monitoring of the progress of children with SEND and those for whom concerns have been raised 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, including progress for pupils on the Learning Support Registers is monitored through processes including:

- Tracking meetings
- School reports

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

- Reviews when needed as part of the graduated approach to support
- Termly whole school provision maps which are reviewed and adapted accordingly
- Some children have Individual Learning Plans (ILPs) / Pupil SEND Profiles
- For those children with an EHC Plan, their ILPs are reviewed termly and their EHCP is reviewed annually. This review process involves the team around the child.

Provision for Pupils with an Education, Health and 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, despite a graduated approach over time, parents and the school have the right to ask the Local Authority to make an Education, Health and Care Needs Assessment (EHCNA).

'A request is likely to happen where special educational provision currently being made for them by their early years setting, school or college from their own resources, is not enabling the child or young person to make adequate progress' – SEND Code of Practice 2015

These applications are made with a view to drawing up an EHCP to provide additional support funding for the education of the child. The school will always consult with parents before exercising the right to begin this process. Parents are asked to consult with the school before exercising their right to request an assessment. 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 EHCP, the school will consult with the parents and the local authority to ensure that the provision specified in the EHCP can be delivered by the school.

EHCPs are managed by the Head of Learning Support and reviewed annually.

Parents and Carers Role

The school works closely with parents and carers to support children. An open dialogue is encouraged throughout the year; parents play an important part in helping the school effectively support children with learning differences. Parent teacher meetings and learning support meetings are held throughout the year.

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 Class Teacher, Subject Teacher or Head of Phase, but the academic, pastoral and learning support teams are also available to hear any concerns and to offer support and advice. Parents may have concerns around areas such as 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. Some technology is introduced in the Pre-Prep. In the Prep schools, all children have access to iPads and are introduced to touch typing. As required, some are taught to use accessibility tools such as speech to text and immersive readers. Access arrangements for children such as extra time, scribes/readers, typing, rest breaks or small room settings are arranged for assessments as appropriate providing that the necessary JCQ criteria are met.

Pupil Voice

It is our aim to empower all children at Broomwood 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 that have them, we invite pupils to contribute towards their learning plans, for example by identifying their strengths, targets and approaches that help them learn.