



# Learning Support Policy (including SEND)

for the whole School including EYFS

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## 1. MISSION

### 1.1 Beechwood Park:

- Nurtures and promotes the happiness, health, safety and emotional well-being of every child, developing in them confidence and independence
- Engages the intellectual, physical and spiritual potential of every child across a broad range of academic, extra-curricular and pastoral activities and experiences
- Inspires children, inculcating transferable, lifelong skills and values by which to achieve personally and contribute influentially to society

1.2 The *BPS Curriculum Policy* sets out the school's educational philosophy for all pupils, focusing on skills, including the development of the ten skills identified by the World Economic Forum.

1.3 The *Learning Support Department's* mission is to nurture, engage and inspire children with special education needs and disabilities in line with the whole school mission and the *BPS Curriculum Policy*.

## 2. INTRODUCTION

2.1 The *Learning Support Department* (LSD) is an integral part of *Beechwood Park*; it provides a rich and varied learning environment and a full range of teaching methods which take into account the different learning styles that enable pupils to acquire new knowledge and make progress according to their ability.

2.2 The *Department's* priority is to identify and support children who require additional help, some of whom may be identified as having special educational needs and disabilities (SEND). We are committed to meeting the needs of all our pupils. This is a shared responsibility and there is good liaison between all staff, parents, pupils and outside agencies.

2.3 No additional charges are made to parents for *Standard Learning Support Provision* which reflects the inclusive ethos of the School. Based on each pupil's specific requirements, the *Learning Support Department* liaises with parents about the recommended level of support. The School funds support up to **two hours per week**; parents fund any additional provision.

2.4 This policy is informed by the current *SEND Code of Practice: 0 to 25 (2014)*, the *Equality Act (2010)* and the *Children and Families Act (2014)*. We consider the guidance in the current *Code of Practice* reflects good practice and we therefore make use of and observe this guidance where appropriate.

## 3. TERMINOLOGY

3.1 The SEN and Disability Code of Practice (2014) states that:

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

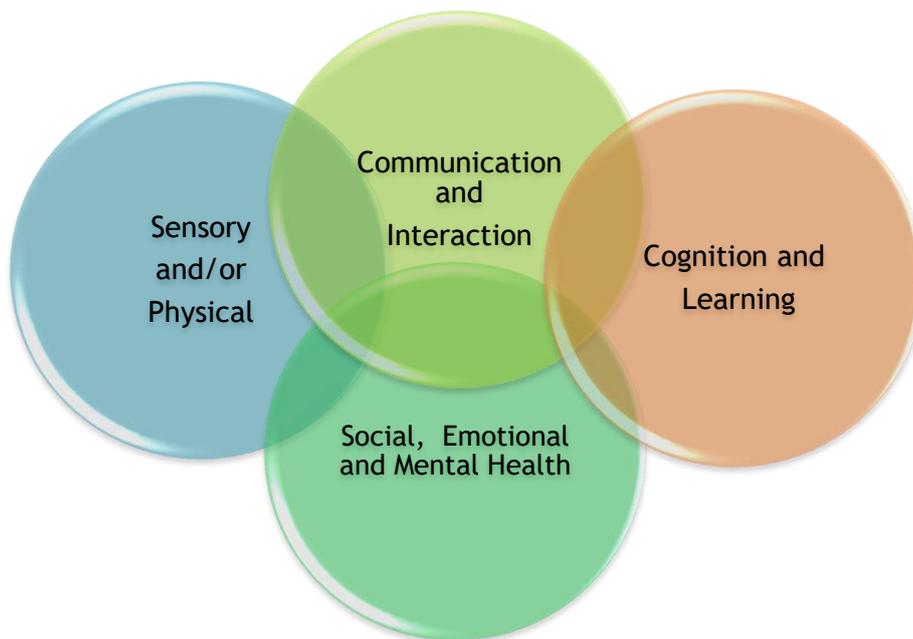
*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

*Special educational provision is defined as:*

*Educational or training provision that is additional to, or different from that made generally for others of the same age.'*

- 3.2 At *Beechwood* we recognise that there is a continuum of *Learning Support* and *Special Educational Needs*; and that the needs of the many of our pupils may not be considered as SEND under the terms of the *Act*. The term *Learning Support* is therefore applied to the department, the pupils with SEND and those other pupils who may be a cause for concern within our own context.
- 3.3 We recognise that a range of learning support needs exist in this School. For some pupils the difficulties might be mild and short term but for others they may be long term and more complex. We implement provision for pupils whose difficulties may fall into one or more of the four broad areas of need identified in the *Code of Practice (2014)*:



#### 4. OBJECTIVES

4.1 The School's objectives in relation to pupils requiring *Learning Support* are to:

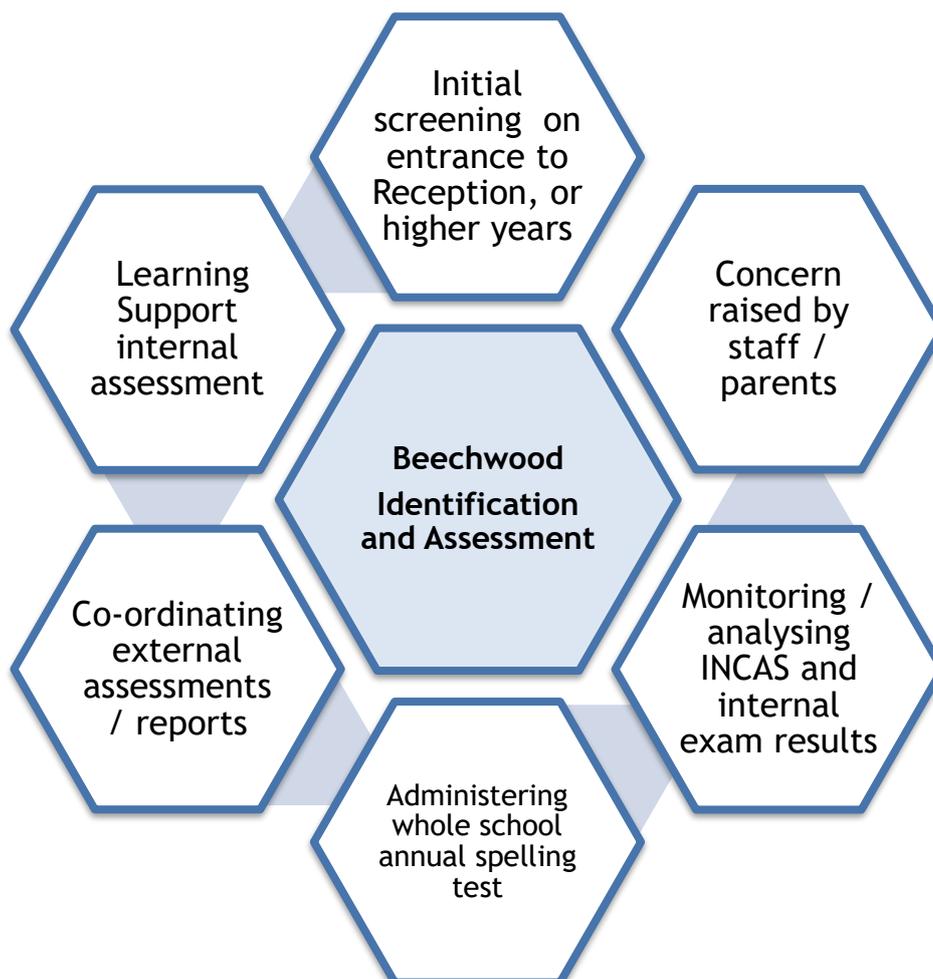
- Apply a whole-School policy to meeting pupils' individual needs.
- Identify children who require *Learning Support* as early as possible and put in place the most appropriate interventions.
- Initiate assessments when it is considered appropriate either internally or by an outside agency.
- Maintain *Beechwood's Learning Support* register and ensure that all School staff are aware of each pupil's needs so that these may be met in all School settings.
- Liaise with children, parents, staff and outside agencies (when appropriate) in order to make the best possible provision for children with additional needs.
- Ensure that pupil records include information relating to his/her individual needs and put interventions in place.
- Conduct regular reviews and monitor and evaluate pupil progress.
- Make the best use of the available resources (both human and material) in School.

## 5. GENERAL ADMISSIONS POLICY

- 5.1 The Learning Support department implements the BPS Pupil Equal Opportunities Policy in its practices. The School therefore makes reasonable adjustments to accommodate the needs of prospective pupils under the *Equality Act*.
- 5.2 In accordance with our admissions procedures as set out in the *BPS Pupil Admissions Policy*, parents are expected to disclose to the School any known or suspected circumstances relating to their child's health, development, disabilities and/or learning needs. Based on such disclosure, the School will confirm whether or not it is able to fully meet the needs of the child.
- 5.3 Where the School is aware of a child's SEND, or SEND is identified after the child has started at the School, we continue to support the child as long as:
- We have appropriate resources and facilities to provide the support required, and
  - We believe it is in the best interest of the child and the School community to remain at the School.

## 6. IDENTIFICATION AND ASSESSMENT

- 6.1 *Beechwood* identifies children requiring *Learning Support* as early as possible so that it can initiate appropriate provision at the earliest opportunity. A pupil's needs may become apparent through any of the following identification and assessment procedures:



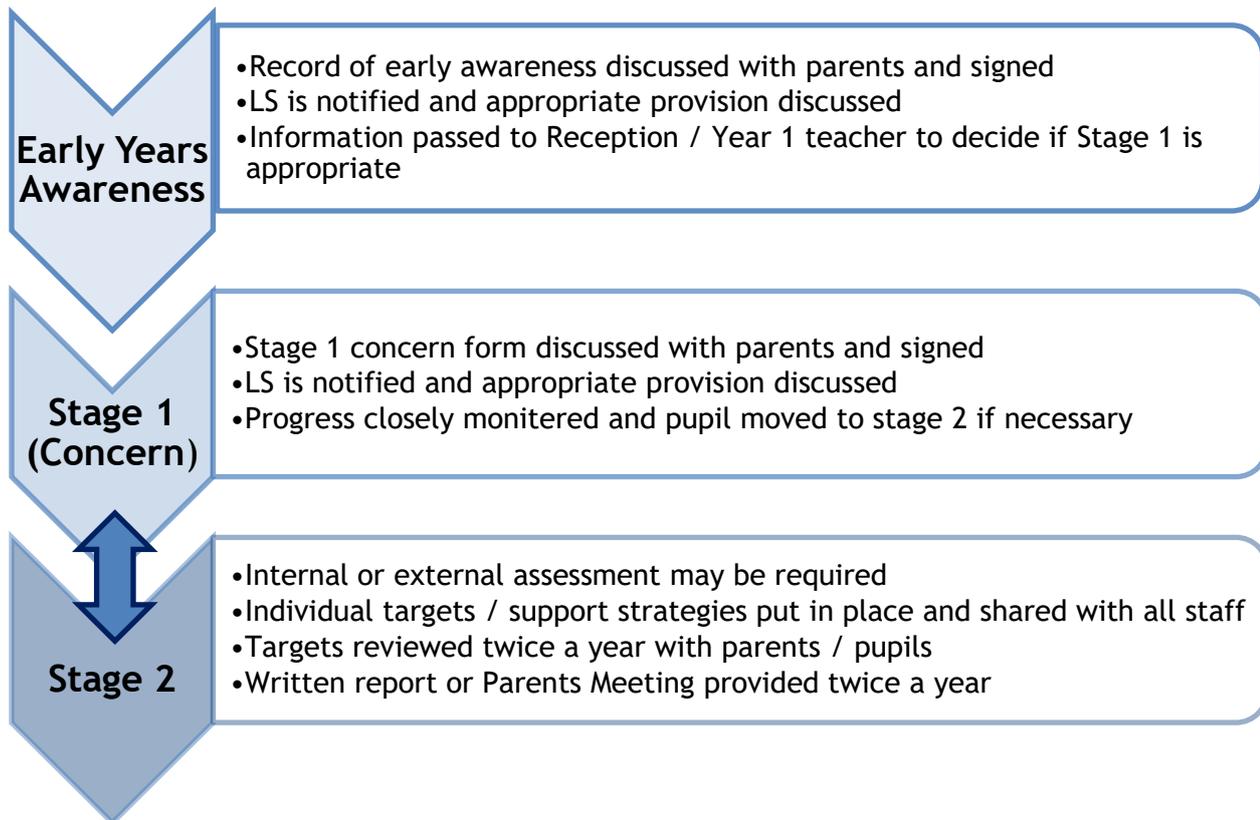
- 6.2 When the School or admissions forms identify SEND or other learning support requirements, children are added to the appropriate register.

6.3 Where parents plan to or organise external assessments for their children, they should liaise with the School at each stage so that the School can contribute to the assessment and then ensure all information from the assessment is shared so that the School can continue to provide effective support.

6.4 Parents should share all subsequent reports and recommendations with *Learning Support* so that pupils received the most appropriate support.

## 7. LEARNING SUPPORT REGISTERS

7.1 The School operates the following registers:



7.2 The *Early Years Awareness* register applies to *Nursery* and *Reception* only and a child may move to Stage 2 if more specific provision is required. After transition into the *Junior Department*, Year 1 teachers will decide if a pupil needs to be added to the *Stage 1 Register*.

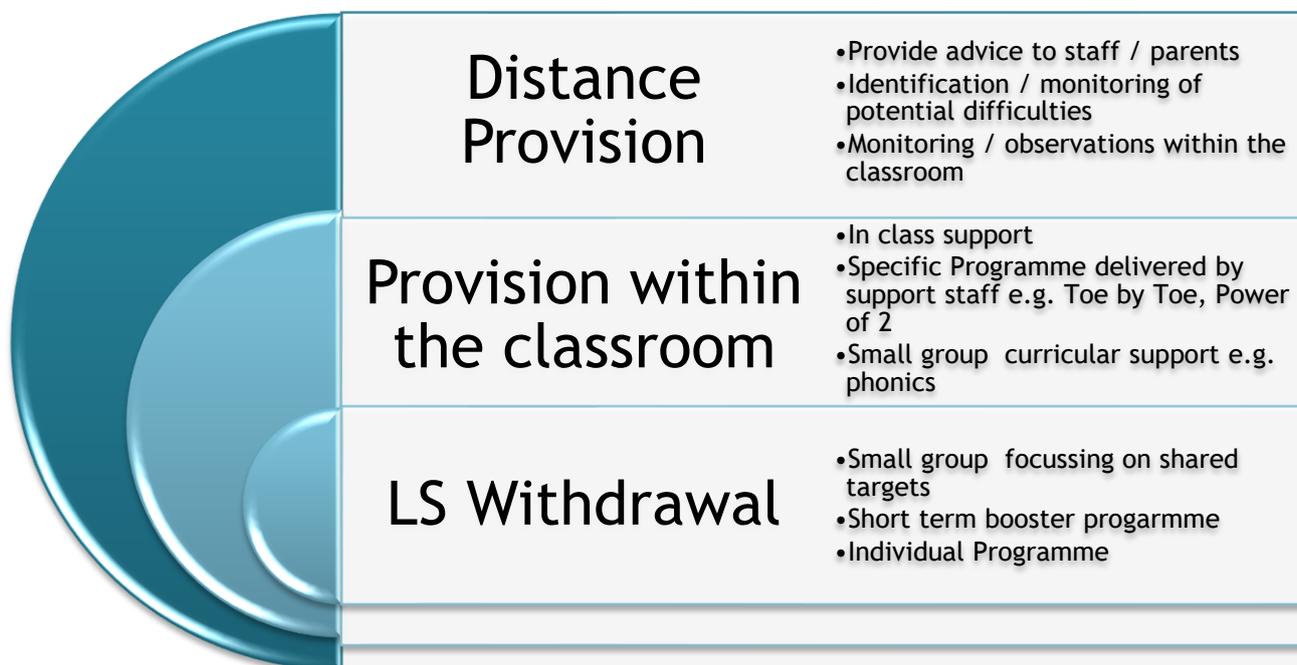
7.3 *Learning Support* registers are available electronically on iSAMS and the *Learning Support department* signposts staff to these at the start of each term. Movement between Stage 1 and Stage 2 is possible according to a child's needs at different stages of progress.

7.4 If a pupil continues to demonstrate a significant cause for concern, *Learning Support* may make a request for a statutory assessment (which may lead to an EHC plan) to the appropriate *Local Education Authority* and the School will support parents through this process. In rare cases, the School may be unable to meet the needs of a child. The Head will always be involved in such cases and advise parents on the options open to them.

7.5 If a pupil has an *EHC Plan*, *Learning Support* will agree a range of strategies and approaches agreed with all involved, based on specialist advice. *Learning Support* will regularly review progress towards meeting the agreed outcomes and target provision as necessary.

## 8. PROVISION

8.1 High-quality teaching, differentiated for individual pupils, is the first step in responding to all pupils' needs. *Learning Support* also offers a range of provision across the School. Depending on individual needs this may include any of the following:



8.2 Staff work collaboratively to plan, do, assess and review interventions, and liaise with outside agencies where necessary.

8.3 Pupils who attend small group or individual lessons do not miss core subjects unless specifically working on that subject's curriculum in close liaison with the teacher.

## 9. ROLES AND RESPONSIBILITIES

9.1 *Learning Support* and the *Senior Leadership Team* co-operate in producing the *Learning Support Policy Statement*, approved by the Governing Body.

9.2 The Governing Body is responsible for maintaining a general oversight of the School's *Learning Support* provision.

9.3 All staff at *Beechwood* have a responsibility to provide adequately for children *with Learning Support* needs, the co-ordination of that provision and the specialist teaching of those children is undertaken by *Learning Support*. There are two members of staff in the department who are jointly responsible for co-ordinating all LS provision throughout the whole school and have the following responsibilities:

- Managing the day-to-day operation of the Learning Support policy
- Teaching pupils requiring learning support through the school
- Assessing pupils to identify areas of strengths / weaknesses
- Co-ordinating, monitoring and evaluating provision for pupils requiring learning support
- Maintaining and distributing the Learning Support registers
- Supporting and advising colleagues
- Attending Heads of Department meetings
- Overseeing the records of all LS children

- Maintaining regular contact with parents of LS pupils
- Liaising with external agencies and other support agencies
- Managing a range of resources both human and material
- Contributing to the professional development of all staff

## Teaching Support Assistants

9.4 *Learning Support* has a *Higher Level Teaching Assistant* (HLTA) who works under the direction of the *Heads of Department* supporting children in and out of the classroom. The School also employs a number of full and part-time *Teaching Assistants* (TAs) who work under the direction of the relevant *Head of Department* and class teachers, and who may often support children within the classroom. *Graduate Teaching Assistants* (GTAs) also give in-class support, hear children read and run specific programmes under *Learning Support* direction.

## Extra Staffing

9.5 In liaison with parents, we occasionally arrange for external specialist staff to come into School to offer support to individual children with specific needs. Such staff go through the normal safer recruitment clearance procedure and payments are either added onto the termly invoice or paid directly by parents.

## 10. RESOURCES

10.1 *Learning Support* has a range of targeted resources which class teachers are welcome to borrow. The School also has a wide selection of IT programmes and assistive software used with *Learning Support* pupils including Clicker 7, Nessy and Wordshark and subscription to a number of online platforms including Studyladder and Spellzone. *Learning Support* has a small bank of chrome books for use in the department which pupils are able to use in class if required.

10.2 *Beechwood* is committed to providing best access to the curriculum for all its pupils. Although we work to ensure pupils acquire a basic level of competence at hand recorded work, as pupils move through the school *Learning Support* might advise the use of a chrome book as an alternative method of recording work for longer written tasks. Usually pupils will be required to have learnt to touch type and have:

- a consistent minimum typing speed of 30 words per minute
- an accuracy level of 95%

## 11. RECORD KEEPING AND COMMUNICATION WITH STAFF

11.1 *Learning Support* oversees confidential information and record keeping for children on the *Learning Support Register*. Copies of key documentation are saved on iSAMS.

11.2 *Learning Support Registers* and *Learning Support Pupil Plans* are available electronically for staff reference and are signposted at the start of each term. Staff work collaboratively to review and update progress of all pupils on a termly basis.

11.3 Teaching staff ensure that essential information relating to the individual needs of their pupils is available for any cover teachers.

11.4 *Learning Support* will summarise Educational Psychologist reports into a strategy plan which will be distributed to all relevant staff.

## **12. LIAISON WITH PARENTS**

- 12.1 *Learning Support* encourages parental involvement and support as it is vital to the success of the education of all pupils. At all stages, *Learning Support* works closely with parents to listen to their views in order to build on pupils' previous experiences, knowledge, understanding and skills.
- 12.2 *Learning Support* will seek permission from parents before undertaking any individual assessments and will invite parents to discuss the findings.
- 12.3 *Learning Support* staff liaise with parents of pupils with LSPPs at least twice a year either through written reports or parents meetings to review and discuss provision.

## **13. LIAISON WITH OTHER SCHOOLS**

- 13.1 When children leave *Beechwood*, The *Learning Support* Department will work with parents and, where agreed, will make records available to senior schools. Learning Support staff are happy to work with staff from senior schools to discuss the needs of the children.
- 13.2 *Learning Support* staff attend *Cluster Meetings* with other *Learning Support* staff from local independent schools to share good practice.

## **14. LINKS WITH OUTSIDE AGENCIES**

- 14.1 *Learning Support* has established links with a range of outside agencies. This includes educational psychologists, optometrists, speech and language therapists, dyslexia organisations, OT therapists, attention deficit specialists etc. *Learning Support* advises parents on suitable outside agencies to contact for information, assessment or therapy. The School may initiate consultations with external agencies for specific pupils where there is the possibility of significant interventions or exclusions.

## **15. CONTINUING PROFESSIONAL DEVELOPMENT**

- 15.1 The *Learning Support* team belong to a range of professional SEND organisations and receives regular documentation and information about courses and conferences for furthering the professional development of staff. Staff regularly attend training to keep them up to date with the latest developments in SEND.
- 15.2 It is the responsibility of the *Learning Support Department* to contribute to the in-service training of all teaching and non-teaching staff, and a range of twilight INSET sessions are offered throughout the year.
- 15.3 *Learning Support* make all new staff aware of the *Learning Support Policy* during their induction to the School.

## **16. COMPLAINTS**

- 16.1 Please refer to the *BPS Complaints Policy*.

## **17. DEPARTMENTAL REVIEW**

- 17.1 Head of *Learning Support* meet with the Deputy Head (Academic) on a weekly basis and report on department strengths, opportunities and targets in the termly Academic Report for the Education Committee.

## 18. HEALTH AND SAFETY

- 18.1 The children are not allowed to enter or leave the *Learning Support* Rooms by the external door unless supervised by an adult, due to the danger posed by vehicles reversing into the loading bay.
- 18.2 There are notices in the loading bay requesting that all vehicles in the vicinity of the loading bay turn off their engines to minimise the amount of fumes that get into the room through the external door.
- 18.3 *Learning Support* staff raise concerns about health and safety with the *Health and Safety Committee* as and when they arise.
- 18.4 All *Learning Support* meetings commence with a reminder about Health and Safety and Child Protection.

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