

***KING HENRY VIII PREPARATORY
SCHOOL***

***Learning Support
POLICY DOCUMENT***

Updated February 2010

KING HENRY VIII PREPARATORY SCHOOL
POLICY FOR LEARNING SUPPORT

Learning Support Policy Summary

The School seeks to encourage and develop a range of gifts and talents amongst its pupils (academic, artistic, creative and sporting). Our school is committed to providing equal access for all pupils to the broad and balanced curriculum to which they are entitled.

The Learning Support Policy reflects the School Aims: - to value every individual equally, providing opportunities for all students to:

- ❖ fulfil their potential
- ❖ develop confidence and self esteem
- ❖ enjoy and value learning
- ❖ develop personal responsibility and respect.

The day-to-day co-ordination of provision for the whole school is delegated to the Head of Learning Support, Miss Gill Beck

The code of practice, para 4.15 states that "Early education settings will need to identify a member of staff to act as a special educational needs co-ordinator." To comply with this directive, Mrs Jo McDonagh will liaise with the Learning Support department.

The fundamental objective of the School's Learning Support policy is to provide the supportive framework within which pupils requiring assistance are:-

- ❖ identified
- ❖ assessed
- ❖ assisted
- ❖ monitored

Learning Support encompasses:-

- ❖ learning difficulties
- ❖ English as an additional language
- ❖ Gifted and talented
- ❖ medical problems
- ❖ behavioural and emotional difficulties

We aim to identify and meet these special educational needs, which can be mild to severe, short or long term.

Our commitment is based on the following principles:

- ❖ All children have an equal right of entitlement to an appropriate and worthwhile education.
- ❖ All children are special, different and have individual needs.
- ❖ All children are equally valued within the school and have a right to voice their views.
- ❖ All children have a common entitlement to a broad, balanced and relevant curriculum.
- ❖ Children with special educational needs occur in every classroom. Every teacher in school teaches children with special educational needs.
- ❖ All staff, both teaching and non-teaching have regard to the needs of individuals within the school.
- ❖ Parents are valued as genuine partners.

Basic information about Learning Support Provision

A definition of Learning Support

Children have special educational needs if they have a ***learning difficulty*** which calls for ***special educational provision*** to be made for them.

Children have a *learning difficulty* if they:

- I. have a significantly greater difficulty in learning than the majority of children of the same age at this school
- II. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority

The category of 'gifted' children as a special need is now deleted from the new Code of Practice 2002. It is our policy for the Director of studies to be responsible for identifying, planning and managing the needs of the more able children within the school. (See Gifted and Talented policy for further details)

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

The school in context

We are an independent school catering for children from nursery through to Year 6. The school is based on two campus; Swallows (Nursery to Y3) and Hales (Y4 to Y6)

There will be a clear sense among staff and governors that this is an independent school. As such, the styles and methods of teaching at the School, and the content of its curriculum, will be based on traditional and proven standards and ideas. The staff of the School will seek to employ the best aspects of modern teaching practice and resources, but will base decisions to change, adopt and modify these on experienced professional judgement rather than the latest government directive.

The School will cover the main aspects of the National Curriculum, assessing children so that their academic standards can be compared with their peers in other schools. However, the School's overriding aim will be to provide a curriculum which is rich, relevant and stimulating for its pupils and which provides excellent foundations for future success.

Admission arrangements

The Coventry School Foundation's policy is that the school has a non selective entry into nursery, however children are assessed in order to identify the child's individual educational needs and make sure that they are met when they enter the school. If the child joins the school later they are more formally assessed

Detailed arrangements for admission are described in the School's prospectus. It states that "pupils with learning difficulties are given extra help in small groups by our Specialist Learning Support Unit headed by a fully qualified teacher of Special Needs."

Therefore, pupils with special needs are admitted to our school according to the same criteria as other pupils, provided that admission is compatible with:

- ❖ the provision of efficient education for the children with whom he/she will be educated.
- ❖ the efficient use of resources.

Objectives of the Learning Support Department

To apply a whole school policy to meeting each child's individual needs following the guidelines of the Special Educational Needs Code of Practice (DfES 2001) and The Disability and Discrimination Act 2002. Also incorporating the philosophy behind the government's Change for Children programme (DfES 2004)

The department concurs that **EVERY CHILD MATTERS** and we will look at the five outcomes for children and young people:

- ❖ being healthy
- ❖ staying safe
- ❖ enjoying and achieving
- ❖ Making a positive contribution
- ❖ Achieving economic and social well-being

and we should aim to remove barriers to achievement by:

- ❖ Early intervention and identification of any child who may have SEN
- ❖ Removing barriers to learning
- ❖ Raising expectations and achievement
- ❖ Delivering improvements in partnership.

Early intervention and identification of any child who may have SEN

- ❖ We must provide personalised, co-ordinated multi-disciplinary services based around the needs of the child.
- ❖ Class and subject teachers will have access to Learning Support specialists to support and deliver personalised learning.

Removing Barriers to learning

- ❖ As a school we will aim to successfully include pupils with diverse needs. As a department we will provide resources, guidance, information and support to enable this to happen.
- ❖ The department will aim to provide support both within the classroom and through withdrawal where necessary.

Raising expectations and achievement

- ❖ Children receiving Learning Support will receive support which will enable them to achieve more and also raise expectations for their teachers.
- ❖ We will ensure that P-scales are used and promoted as a way to measure the progress made by those pupils working below level 1.
- ❖ We would hope for support to begin early in KS1 which would lead to less children needing Learning support as they move further up the school.

Delivering improvements in partnership

- ❖ We will ensure that children receiving Learning Support are involved fully in the life of the school
- ❖ We will also hope to see improvements in results, both academically and socially.
- ❖ Parents will be involved at all stages of support and we would hope to work in partnership with them.

The Governing Body

The governing body seeks to ensure that the needs of all students are met and that the provision made for students with SEN, both with and without statements of special needs, is adequate and secure. The Foundation Governor with responsibility for Learning Support is **Mr Richard Atkins**.

Whole school planning, monitoring and review

Special needs provision is planned monitored and reviewed by:

- Gill Beck (Head of Learning Support)
- Nick Lovell (Prep School Head)
- Anne Wilson (Deputy Head)
- Helen Higginson (Assistant Head – Academic)
- Steve Dhaliwal (Director of Studies)

Other professionals may join the group when practicable and/or necessary.

Head of Learning Support

“Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school’s head teacher, SENCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.”

(para 5:2 and 6:2, SEN Code of Practice, DfES 2001)

Roles & Responsibilities

- ❖ Overseeing the day-to-day operation of the Learning Support policy
- ❖ Liaising with and advising fellow teachers
- ❖ Managing the teaching assistants
- ❖ Co-ordinating provision for children with SEN
- ❖ Overseeing the records of all pupils with SEN
- ❖ Liaising with parents of children with SEN
- ❖ Contributing to the in-service training of staff
- ❖ Liaising with external agencies, including the educational psychology service and other support agencies, medical and social services and voluntary bodies.

Learning Support Assistants and Support teachers

These colleagues play a crucial role in the lives of our pupils. We fully expect and encourage our staff to contribute and participate in discussions about pupils experiencing learning difficulties.

In our department we have the following staff:

Early Years Learning Support	Jo Mcdonagh
Learning Support Assistant (Swallows)	Sharon Briggs
Learning Support Assistant (Swallows)	Jenny Egan
1-1 Learning Support Assistant (Swallows)	Jenny Colman
1-1 Learning Support Assistant (Swallows)	Kate Leslie
Learning Support Assistant and 1-2 (Hales)	Joy Schofield

These assistants are able to meet their responsibilities by:

- ❖ Working under the direction of the class teachers or Head of Learning Support.
- ❖ Assisting in the identification of individual needs.
- ❖ Helping to provide effective learning strategies for 1-1 or small groups.
- ❖ Responding appropriately to individual pupils.
- ❖ Contributing to the assessment and review process.
- ❖ Feeding back information to parents and other members of staff.

Special facilities/units

There is a lift available on the Hales site. There are no special units. The school is committed to the inclusion of pupils with a wide range of needs, and their involvement in the whole life of the school, in line with our Equal Opportunities Policy.

SEN income and Expenditure Summary

The school's budget is set annually, usually in the Summer term. An allocation of monies is made available from Capitation to curriculum leaders. The Learning Support Unit is funded through the school budget.

It will be the responsibility of the Head of Learning Support to acquire such resources and materials as required after consultation with teacher colleagues, as to their needs in relation to children with special needs.

Identifying and addressing Special Needs.

Every teacher has a responsibility to the children in their class who have a special need, and in part that means drawing the Head of Learning Support's attention to any pupil whom they suspect may be in that category.

"The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised. The earlier 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. Assessment should not be regarded as a single event but rather as a continuing process."

(para 5.11 SEN Code of Practice, DfES 2001)

Initial Concern

The Code of Practice emphasises the need to identify pupils at the earliest possible time, however, it also emphasises the need for teachers to support less able pupils effectively within the classroom, so that most of them will not need to be identified as having a special education need requiring anything additional to or different from the differentiated curriculum.

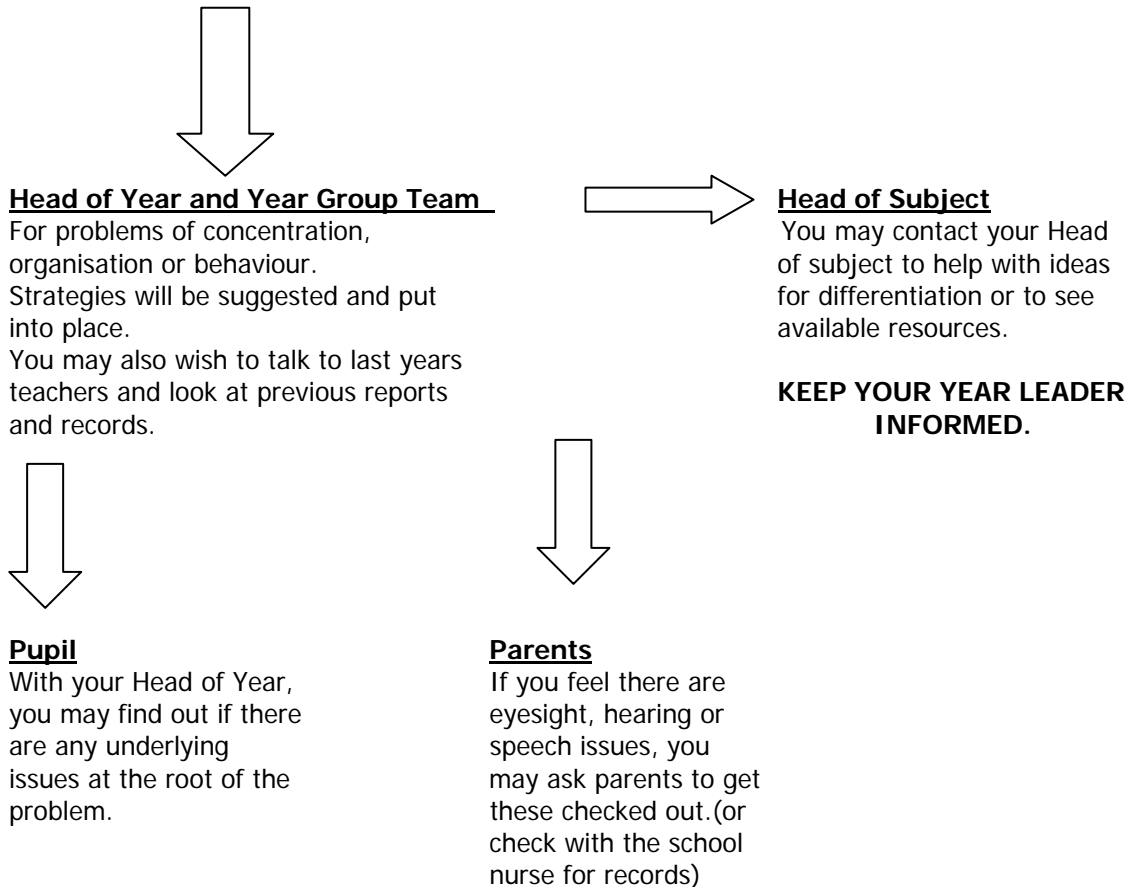
"Provision for children with special educational needs is a matter for the school as a whole..... All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility."

(para 5:2 and 6:2, SEN Code of Practice, DfES 2001)

Referral of children for Learning Support

Before you involve the L S Department, the following should have been completed;

Class teacher records problems of child in their own records and discusses them with one or all of the following as appropriate;



At NO stage should you mention any terms such as dyslexia, dyspraxia, dyscalculia, ADHD or autism etc. These terms should only be used once a child has been fully assessed by a qualified individual.

The class teacher should then monitor the situation for a period of at least one half term before assessing if the child has made progress.

The SEN Code of Practice states that:

“... The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate.....Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively.”

To judge 'adequate progress' is difficult, it might be progress which:

- ❖ closes the attainment gap between the child and their peers
- ❖ prevents the attainment gap growing wider
- ❖ is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- ❖ matches or betters the child's previous rate of progress
- ❖ ensures access to the full curriculum
- ❖ demonstrates an improvement in self-help, social or personal skills
- ❖ demonstrates improvements in the child's behaviour

If, after this period of time, the class teacher concludes that a child may need further support to help their progress, the teacher should seek the help of the Learning Support teacher. At this time all evidence of the lack of progress should be accessible. Contact will be made with parents, testing may then follow and outside agencies may be contacted if necessary.

The preliminary stage in the process of identifying a child with special educational needs will be called the ***'Period of Concern'***. The class teacher will identify children who they are concerned about and the children will be registered on the ***'Initial concern register'***.

The evidence gathered - partly collated by the Director of Studies and Assistant Head from periodic assessments undertaken by the children - helps to answer the question: Does the child need to be moved to School Action? Parents may be kept informed at this stage that we are monitoring their child.

School Action

Once the decision has been made to offer the child the support of School Action, parents will be invited into school to discuss the next steps with the Head of Learning Support. Permission must be given by the parents for any further testing and the child will then be placed on the **'Learning Support Register'** which lists those pupils with special educational needs.

Before the first meeting with the parents, the ***'Individual Education Plan' (IEP)*** must be drawn up, in consultation with the child, wherever possible. Targets will be drawn from observations made by subject teachers, form teachers and learning support staff and will be written by the Head of Learning support using IEP Writer. The IEP's will be kept in the child's learning support file and also electronically on the school system. They will also be circulated to all staff teaching the child and parents.

IEP's should contain:

- ❖ the short term targets set for or by the child
- ❖ the teaching strategies to be used
- ❖ the provision to be put in place
- ❖ when the plan is to be reviewed
- ❖ success and/or exit criteria
- ❖ outcomes (to be recorded when IEP is reviewed)

The IEP should record only targets that are additional to or different from the differentiated curriculum which is already in place for all children. The targets should be:

- ❖ SMART: Specific, Measurable, Achievable, Realistic and Time-related;
- ❖ only three or four in number;
- ❖ related to the areas of need for the child: communication, literacy, numeracy, behaviour or social skills;
- ❖ monitored regularly;
- ❖ reviewed biannually

Not all children on School Action require an IEP. When a group of pupils have common targets or strategies, a ***'Group Education Plan'*** may be drawn up which outlines their targets. There should still, however, be a biannual meeting to discuss progress and set new targets.

School Action Plus

Of the pupils who are placed at School Action, most will overcome their difficulties without any further measures being taken. If after a period of time, normally after at least two IEP's and reviews, the child is not making the progress expected, the school may need to consider moving them on to the next phase. School Action Plus. This is when the schools call in the aid of external agencies. The external services should advise teachers about IEP's, strategies and resources that are available for the child. They may act in an advisory capacity or provide an assessment, or it may be that teaching support will be available from outside professionals. Permission must be gained from parents for any testing or consultation and they may be asked to contact external agencies themselves.

Pupils with statements

If a child does not progress through School Action Plus, he may be statemented. This is where the Head of Learning Support requests a 'statutory assessment' Although this is very rare in King Henry's, normal procedure for School Action Plus will be continued until a final statement is given. At the moment, there are no pupils at King Henry's who have been statemented.

Pupils with 1-1 Support

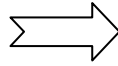
Although we have no statemented pupils, we do have pupils receiving 1-1 support. This support has been deemed necessary by the Head teacher, parents and Learning Support department. The 1-1 support is primarily for Literacy and Numeracy, but may also be 100% depending on the learning difficulty that the child possesses. The cost of the 1-1 support is borne by the parents. The staff are employed by the school.

Process of referral

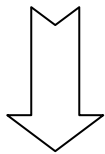
Once the initial investigations into a child's learning have taken place, the following referral process will be used.

Initial Concern

Form teacher completes Record of Concern and child is observed, targeted and monitored by teacher, Learning Support Staff and/ or Head of Learning Support

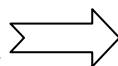


No further action needed- help given to class teacher in terms of support and differentiated resources.
Child is monitored and removed from Initial concern list if improvements are made over a period of time.

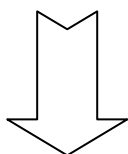


School Action

If improvements are not noted, child is placed on Learning Support Register.
Head of LS meets with pupil, parents and teachers to draw up IEP with child led targets.
Provision given either in class or withdrawal.
Biannual reviews- (March/Sept)



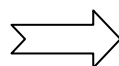
Child is kept on School Action until targets are achieved and It is agreed by staff, parents and pupil that no further provision is needed.



*Nb Panel for each departmental meeting`
KS2 (Hales)- GB, AEW, PS, class teacher
Early Years – RM, JMcD, GB, class teacher
KS1 - GB, HPH, KW, JL and class teacher
KS2 (Swallows) GB, HPH, CB and class teacher
Other staff as appropriate and NML to be kept fully informed.*

School Action Plus

If after two IEP's and reviews progress is not being made, then external agencies may be involved, in an advisory capacity or to provide assessment.



Child remains on School Action receiving support.

Biannual review.

Test and Examination Procedures

In public exams or SATS, the official guidelines are followed and provision is made for extra time and any other special arrangements which are allowable. Where needed, additional evidence will also be collated: e.g. larger printed papers for children with visual problems would require evidence from a Doctor or Optician.

Evaluating Success

The success of the school's Learning Support policy and provision is evaluated through:

- ❖ monitoring of classroom practice by Head of Learning Support and subject co-ordinators
- ❖ analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts
- ❖ Value-added data for pupils on the Learning Support register
- ❖ Monitoring of procedure and practice by SMT and governors
- ❖ School self-evaluation

Partnership within and beyond the school.

Staff Development and appraisal

There is a commitment by the school, to gain expertise in the area of Learning Support. This will involve training sessions for our TA's, school based INSET that responds to particular needs of the pupils and the reading and discussion of documents on Learning Support. Teacher meetings are considered to be staff development meetings, as well as sharing information. The Head of Learning Support attends moderation meetings where possible.

Learning Support staff are a vital part of the Learning Support department. Their presence in the classroom and all the extra help and support they give to both teachers and children mean that pupils are less likely to struggle with their work and develop learning difficulties in the first place.

Links with other agencies, organisations and support services

King Henry's has links with agencies which can provide advice, support and in some instances services to assist in the provision of Learning Support. We will refer pupils and their parents to those agencies who are deemed to be most appropriate. Permission to do so will always be sought first. Other health, social services, education welfare and voluntary organisations can be contacted. Our school uses the expertise provided by other professionals and an extended list of contacts is held by the Head of Learning Support.

We hope to encourage a flourishing Learning Support Group for Parents of children with learning difficulties, which meets once a term in the evening in school. It will be an opportunity to discuss common needs and problems. Visiting speakers will be invited.

The Learning Support Unit is a member of the British Dyslexia Association, Regular articles, magazines, books and information is received in school.

Partnership with parents

King Henry's aims to promote a culture of co-operation between parents, school and others, this is important in enabling children with special educational needs to achieve their potential.

Parents are encouraged to discuss with the class or subject teacher and Head of Learning Support if appropriate, any concerns regarding their child's education. Contact with parents may be made by phone, letter, informal or formal interview. All significant contacts will be logged, dated and a summary of information discussed will be made. This log will be put in the child's record.

Transition

The school recognises the importance of close contact with other schools as pupils with special educational needs move between the stages of education or move home and extra guidance will be given to those children requiring Learning Support.

Complaints procedure

Any parent wishing to discuss any aspect of their child's teaching or treatment should in the first instance speak with the class/subject teacher. If they wish to take the matter further, they should approach the Head of Learning Support and/ or the Year group leader or head of pastoral care. If the matter is still not resolved, then the Deputy Headteacher or Headteacher may be contacted- they will then outline further procedure if it is necessary.

Review

This policy will be reviewed Michaelmas Term 2011