

Learning Support Policy

This policy is for all pupils at Hampton Pre-Prep and Prep School (the School); it includes the Early Years Foundation Stage (EYFS) (Kindergarten and Reception), Pre-Prep and Prep Departments.

GUIDING PRINCIPLES

This policy is written with regard to the School's safeguarding arrangements and Part 3/Section 19 of the Children and Families Act which relates to children and young people with Special Educational Needs or Disabilities (SEND). We recognise that:

- each person has intrinsic value and is of equal worth;
- there is one human race composed of the richness and diversity of many cultures, languages and traditions;
- all people should be treated with dignity, whatever their age, sex, religion, ability, appearance, social class or ethnic origin.

The School is committed to offering an inclusive curriculum to ensure the best possible progress for all of its pupils, whatever their needs or abilities. All pupils are entitled to receive a broad, balanced education and to take part in every aspect of school life.

We aim to provide a secure and sensitive environment in which every pupil has a sense of belonging to a caring and happy community. By catering for their individual needs, we seek to enhance not only the pupils' academic performance but also their social and emotional well-being and general self-confidence. The pupils' personal progress is of equal importance to us here as their academic achievements, including those who receive learning support.

Furthermore, 'All children in EYFS are entitled to an education that enables them to become confident young children with a growing ability to communicate their own views and prepare them to make the transition to compulsory education' (SEND Code of Practice, January 2015).

The Learning Support department actively promotes fundamental British values through teamwork, mutual respect and building an appreciation of difference and diversity. All pupils, irrespective of ability, are encouraged to develop an awareness of and respect for individual differences.

This policy has been formulated with regard to:

- Special Educational Needs and Disability Regulations, 2014
- Special Educational Needs Code of Practice, January 2015
- Statutory Guidance on Supporting Pupils with Medical Conditions, 2014
- The Equality Act, 2010

Date updated	September 2019	Date ratified by Governors	October 2019
Date of next review	September 2020	Reason for review	Annual review

- Teacher Standards, 2012

and reference is made to the following school policies:

- Equal Opportunities Policy
- Disability Discrimination Policy
- Admissions Policy
- Policy on Teaching Pupils with English as an Additional Language (EAL)
- Accessibility Plan (2018-2021)

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES DEFINED

The SEN and Disability Code of Practice, 0-25 years 2015 defines special educational needs (SEN) as follows:

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. At compulsory school age this means he or she has a significantly greater difficulty in learning than a majority of others 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.

AN refers to an Additional Need, not identified as a Special Educational Need, but a need none-the-less that is creating a barrier to learning.

SEND is a broader term that refers to an additional or special educational need, or a need arising from a disability that requires support additional to that normally offered in the School.

Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

We recognise that children of exceptional ability need to be suitably challenged. Their needs are met at the School through the full curriculum and, if need be, with appropriate intervention from the Learning Support Department.

ENGLISH AS AN ADDITIONAL LANGUAGE

Children should not be regarded as having a learning difficulty solely because their home language is not English [Education Act, 1996, Section 312(1), (2) and (3)].

Please refer to the Policy on Teaching Pupils with English as an Additional Language (EAL) for further details of the support provided.

We are aware, however, that some children who are bilingual or may need EAL support may also have an additional or special educational need.

OBJECTIVES

Our primary objectives are as follows:

- to encourage and support children to participate in decisions about their learning;
- to identify, as early as possible, any form of learning difficulty, special educational need or disability;

- to provide differentiated work or additional support for these children, to ensure they make progress;
- to monitor and clearly record the progress made by the children;
- to communicate effectively with parents or carers so that they can take an active role in all stages of their child's education;
- to communicate with the governing body to enable them to fulfill their monitoring role with regards to learning support provision in the School;
- to work closely with outside support agencies where appropriate, to support the needs of individual pupils;
- to ensure that all staff have access to training, advice and resources to support quality teaching and learning, to enable them to fulfill their responsibilities;
- to ensure that all pupils and staff respect individual differences in others.

RESOURCES

A teaching space is specifically allocated to the Learning Support Departments in both the Pre-Prep and Prep Schools.

A range of resources is kept in the Learning Support areas and there is an annual budget for new books and other resources.

There is no extra charge for learning support lessons at the School. However, when external support services are used for assessment or to provide additional support, parents will be responsible directly for the costs.

ROLES AND RESPONSIBILITIES

The Head of Learning Support (Prep) and the Head of Learning Support (Pre-Prep), in collaboration with the Headmaster, Hampton Pre-Prep and Prep (the Headmaster), and Governing body, take responsibility for the operation of this policy and co-ordination of provision. They work closely with the staff, parents and carers, and other agencies. They provide professional guidance to colleagues to secure high quality teaching for pupils with AN and SEN. In addition, they oversee and maintain the Learning Support records and update the Learning Support Policy. Details of the SEN records are kept updated on the school's internal information management system, SIMS.

The Head of Learning Support (Prep) is Belinda Grove (BEd, SpLD Diploma for the Assessment and Teaching of Children with Specific Learning Difficulties).

The Head of Learning Support (Pre-Prep) is Kate Faktor (BA Hons PGCE, SpLD Certificate Dyslexia/Literacy).

The Headmaster has responsibility for all aspects of the School's work, including provision for children with SEN and providing an annual information report.

The Governing body seeks to ensure that the needs of all pupils are met and that the provision made for pupils with SEND is adequate and secure. They have a duty to ensure that this Policy is being implemented and work in co-operation with the Headmaster to establish the appropriate staffing and funding arrangements and maintain a general oversight of the School's work. The Governor with oversight of SEND provision is currently Mrs M. Ellis. She meets regularly with the Heads of Learning Support. Teachers are responsible for the progress and development of pupils in their class, including where pupils receive support from teaching assistants or specialist staff. It is the

responsibility all members of staff to make themselves aware of the individual needs of the children they teach.

ADMISSION ARRANGEMENTS

The School will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 and Special Needs and Disability Act 2001, in order to accommodate the needs of applicants who have disabilities for which with reasonable adjustments the School can cater adequately.

The School seeks to make itself aware as soon as is practicable of any family history of specific learning difficulties (e.g. dyslexia, ADHD), as well as any learning support matters or concerns which have already been specifically identified in prospective pupils seeking a place at our school. We do this in a variety of ways: home visits, paperwork and personal contact with members of the School's SMT.

Please refer to the Admission's Policy and Accessibility Plan (2018 -2021) for greater detail. Both can be seen on the School's website.

LINKS WITH LOCAL AUTHORITY AND OTHER EXTERNAL AGENCIES

Relationships have been established with Speech and Language Therapists, Paediatric Occupational Therapists, Clinical Psychologists, Educational Psychologists and other professionals.

For EYFS (Kindergarten and Reception) additional help may be sought from the Early Years Consultant for Special Educational Needs and Disabilities (SEND) (Richmond/Kingston).

The local authority has developed and published a Local Offer, setting out the support available across education, health and social care for children in their area who have SEN or are disabled.

You will find the Local Offer for Richmond/Kingston on the following link:
<http://www.afclocaloffer.org.uk/>

ASSESSMENTS

Assessment forms the foundation of any intervention and allows us to establish a base line by which our pupils' progress can be measured. This ensures that pupils with SEN or AN are able to make the greatest progress possible. Identification of individual needs is built in to the School's overall policy, which serves to monitor the progress and development of all pupils (please refer to the Curriculum, Teaching, Learning, Assessment and Marking Policy). In addition, the following assessment arrangements are used:

a. Observation and Discussion

Informal classroom observation
Formal targeted observation
Observation of reading behaviour

b. Standardised Tests

<i>Kindergarten</i>	GAP language assessment in the Summer Term
<i>Reception</i>	Phonological Abilities Test EYFS Profiles completed by June
<i>Year 1</i>	Quest Infant Screen for all children

Year 1 & 2	Quest Diagnostic Test – children for whom Quest Infant Screen has shown some concerns LASS & COPs for individual children Spelling – S.W.S.T. (Single word spelling test)
Year 2 - 6	Spelling – S.W.S.T. (Single word spelling test) Years 2- 6 Group Reading Tests

In addition to the above, the Learning Support Department uses a variety of further diagnostic assessment data derived from a range of assessments used for all pupils across the School.

PROVISION FOR ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Our approach to the identification, assessment and provision of individual needs is guided by the SEND Code of Practice, January 2015. The model of action and intervention is designed to help children towards independent learning. We follow a graduated response, incorporating: Concern and Monitor, School Support and School Support Plus.

Concern and Monitor

All pupils receive high quality class teaching, which is appropriately differentiated to meet their needs. The class teacher and Head of Learning Support track the progress of all pupils and discuss concerns about children who are not making sufficient progress despite differentiated teaching, or who are displaying social, emotional or behavioural difficulties. In consultation with the parents and pupil, they plan an appropriate course of action. This could include further monitoring, formal assessments and adjustment of the curriculum and teaching methods in the classroom. Teaching assistants may provide support in the classroom and in small groups. A record is made of the concern, strategies already in place and further action to be taken.

School Support

Despite high quality teaching and targeted in-class support, some children require additional intervention in specific areas, either individually or in groups. Specialist learning support lessons may be offered at this stage. For these pupils the Head of Learning Support may consider requesting professional advice from external support agencies, in consultation with the parents. Targets and provision are recorded by the Head of Learning Support to guide the type and level of intervention, and to aid planning. The child's progress will be monitored regularly.

School Support Plus

When a pupil has been identified as requiring provision, which is 'additional to, or different from' that made from others of the same age, or is showing a significant greater difficulty in learning, the level of support is changed to School Support Plus. Pupils at this level are considered to have SEND. The Head of Learning Support is responsible for writing SEND Pupil Profiles in addition to their Learning Support Plans, with the involvement of the pupil (where appropriate) and parents. The provision required for each pupil will be specific to that pupil's needs and the School will follow additional advice and support from external professionals where appropriate.

Four areas of Special Educational Need can be identified:

1. Communication and interaction needs, including autistic spectrum disorder and speech, language and communication needs

2. Cognition and learning needs, including specific learning difficulties affecting one or more aspects of learning, such as dyslexia, dyspraxia and dyscalculia
3. Social, emotional and mental health difficulties, including
 - ADD
 - ADHD
 - Attachment Disorder
 - Difficulties that manifest themselves in many ways, e.g. becoming withdrawn or displaying disruptive behaviour
4. Sensory and/or physical needs, including
 - visual impairment
 - hearing impairment
 - multi-sensory impairment
 - physical disability

The School follows the SEND Code of Practice (January 2015) with regard to the identification assessment and review of pupils with SEND.

The four key actions are:

Assess:

The class teacher and Head of Learning Support clearly analyse a pupil's needs before identifying a child as needing Learning Support. This will include parental concerns, information from teacher observations, previous progress and attainment, and information gained from assessments.

Plan:

Parents will be formally notified if it is decided that a pupil is to be provided with Learning Support. Planning will involve discussions between the Head of Learning Support, teachers and parents. The school will also include the views of external professionals where appropriate. The Head of Learning Support is responsible for the appropriate learning support documentation. The provision required for each pupil will be specific to that pupil's needs and the School will follow additional advice and support from external professionals where appropriate.

Do:

The class or subject teacher is responsible for working with the child on a daily basis. They will work closely with the teaching assistants and Head of Learning Support.

Review:

There are regular termly reviews of the child's progress, which take account of both the child's and the parents' views. In consultation with the parents and teachers, the Head of Learning Support will revise the support and make any changes considered necessary.

Education Health Care (EHC) Plans

For a very small percentage of pupils whose needs are complex and significant, and where the SEND support required to meet their needs cannot be reasonably provided by the School, the local authority will be requested to carry out an assessment of education, health and care needs. In these cases, the School will liaise closely with the local authority and parents to ensure the best possible outcomes. Further information about EHC plans can be obtained from the Heads of Learning Support.

CONTINUING PROFESSIONAL DEVELOPMENT

Suitable courses are identified throughout the year for all members of staff, to enable them to develop their knowledge and skills in identifying and teaching children with Additional and Special Educational Needs.

WORKING IN PARTNERSHIP WITH PARENTS

At the School, we strongly believe that parents play a vital role in supporting their child's learning, and work in partnership with them. We make every effort to involve them at every stage, from initial concerns and identification of difficulties, through to the setting and reviewing of targets, and appropriate provision.

The Heads of Learning Support are always available to see parents who may be concerned about their children. An appointment should be made for a mutually convenient time. In addition, they are available at Parents' Evenings throughout the year.

TRANSITION ARRANGEMENTS

The Heads of Learning Support are involved with the transfer of the girls in Year 2 and boys in Year 6 to their new schools. In collaboration with the Headmaster and Head of Pre-Prep, they provide guidance and advice about school choices, and liaise, if necessary, with the Learning Support Departments in the appropriate schools.

SAFEGUARDING LEARNING SUPPORT PUPILS

The School recognises that pupils with SEN may be more vulnerable to bullying or other kinds of abuse. To ensure that all of our pupils receive equal protection, we will give special consideration and attention to pupils who have special educational needs, including those who do not have English as a first language. Special consideration includes monitoring through the pastoral systems of the School, Pre-Prep/Prep meetings and SMT meetings.

COMPLAINTS

If any parent wishes to express concern about SEND provision made for their child, they should follow the standard procedures for raising concerns with the School. Please refer to the Complaints Procedure for Parents on the School's website.

CONFIDENTIALITY

The School respects parents' rights to confidentiality when supporting children with SEN. Referrals to other services are discussed with parents in confidence. All meetings with parents other than the normal parent/staff contact will take place in private.

EXAMINATION PROVISION

Children may be eligible for extra time, use of a laptop, or other special arrangements in examinations. This must be recommended within a formal report by an educational psychologist or other suitable professional, which should be available early enough to ensure that the School is able to make all the appropriate arrangements. A list of pupils granted any examination provision is available, and is reviewed regularly by the Heads of Learning Support.

ALTERNATIVE ARRANGEMENTS

Withdrawal

We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:

- your child is in need of a formal assessment, specialist teaching, learning support or medication to which you do not consent; and / or
- you have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties; and / or
- your child's learning difficulties require a level of support or medication which, in the professional judgment of the Headmaster, the School is unable to provide, manage or arrange;
- your child has special educational needs that make it unlikely he / she will be able to benefit sufficiently from the mainstream education and facilities which we provide.

Alternative Placement

In any of these circumstances we will do what is reasonable to help you to find an alternative placement, which will provide your child with the necessary level of teaching and support

Financial

Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.