



RMS FOR GIRLS

LEARNING SUPPORT POLICY

School update	
Responsible for review of policy	Deputy Head Academic/Director of Learning Support
Last school update	November 2021
Governor Sub-Committee approval	
Sub Committee to review and approve	Academic
Review Period	Annual
Last Sub-Committee review date	November 2020
Scheduled review	November 2021
Approved by Sub Committee (Meeting date)	18 November 2021
Version number	6
Next Sub-Committee Review	November 2022
Related policies	Accessibility Plan Admissions Policy Disability Inclusion Policy Examination Access Policy Equal Opportunities Policy
Uploaded to Staff Shared	November 2021
Uploaded to Website	November 2021

CONTENTS

GLOSSARY OF TERMS	3
1. POLICY STATEMENT	4
2. POLICY AIMS	4
3. DEFINITION	4
4. OBJECTIVES & MONITORING	5
5. IDENTIFICATION AND ASSESSMENT OF PUPILS' NEEDS	5
6. ADMISSIONS AND PROVISION.....	6
7. LEARNING BEHAVIOURS	7
8. PUPIL WELLBEING	7
9. SPECIAL FACILITIES/UNITS	7
10. PROVISION MAPPING	7
11. GRADUATED APPROACH	8
12. CURRICULUM ENTITLEMENT	10
13. PROCEDURES	10
14. ROLES AND RESPONSIBILITIES.....	11
15. COMPLAINTS.....	14
16. STAFFING AND PARTNERSHIPS WITH BODIES BEYOND THE SCHOOL.....	14
APPENDIX- LEARNING SUPPORT GUIDANCE FOR STAFF.....	16
<u>Ruspini House (EYFS).....</u>	<u>16</u>
Cadogan House (EYFS,KS1 And KS2)	16
KEY STAGES 3 AND 4	17
KEY STAGE 5.....	17

GLOSSARY OF TERMS

CH

Cadogan House

Differentiation	The use of different and additional resources and teaching methods to meet the different learning styles of the students
DLS	Director of Learning Support
EHCP	Education, Health and Care Plan
iSAMS	The Management Information System
LD	Learning difficulties/differences
LS	Learning support
LSR	Learning Support Review
LST	Learning Support Teacher
PALS	Provision of Assisted Learning and Support
RoW	Record of Work
Learning Support	Additional and different support is given to aid learning.
Additional Learning Support	An outside agency is brought in to assist with assessment and provide information relating to additional and alternate learning strategies.
SEND	Special Educational Needs and Disabilities
SENCo	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulties

1. POLICY STATEMENT

1.1 The Royal Masonic School for Girls uses its best endeavours:

To assist pupils in reaching their potential, through close monitoring and the provision of a variety of strategies of support, if and when it is required.

1.2 The School is committed to providing equal access for all pupils to the broad and balanced curriculum to which they are entitled.

1.3 Pupils with specific differences may at times require a more specialised programme than the majority of their peers, in part or in all of their school work.

1.4 The School places a very high priority on the need to provide the best possible education for such pupils.

2. POLICY AIMS

2.1 This policy aims to:

- Ensure that there is support for teachers to meet the learning needs of all pupils
- Ensure that appropriate resources are available for pupils with temporary or long term special needs
- Confirm the commitment of RMS to use its best endeavours to meet SEND legislation
- Ensure that every pupil will have access to the full curriculum
- Ensure that every pupil with Learning Difficulties(LD) and/or disabilities (SEND) will have Their needs identified in order to support progression and good mental health and wellbeing
- Ensure that the School is as accessible as reasonably possible and that no pupil experiences discrimination
- Ensure that safeguarding procedures are in place so that all pupils are protected from harm and neglect and receive early help if in need
- Ensure that those pupils with LD or SEND are able to access the curriculum by providing differentiated teaching and learning opportunities, extra support and additional resources where appropriate
- Foster positive attitudes, understanding and inclusivity towards children with LDD or SEND

3. DEFINITION

3.1 A definition of Special Educational Needs and Disability

According to the SEND Code of Practice January 2015, Introduction, paragraphs xiii, xiv and xv and xviii:

- “xiii. 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.*
- xiv. 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*
- xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age....”*
- xviii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN,*

but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.”

In summary, a child has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of children of the same age
- Are making less than expected progress given their age
- Have a disability that prevents or hinders them from making use of educational facilities.

4. OBJECTIVES & MONITORING

Policy Objective	Monitoring
To identify from the earliest possible stage, assess and plan provision to meet individual learning needs and well-being of pupils experiencing difficulties in their learning. The monitoring of pupil progress should be continuous to aid identification.	Provision mapping for the whole school; staff involvement; analysis of SEN records: numbers, pattern of referrals, range of needs, range of support; RoW: number and range of needs; review of baseline data; review of subject reports and internal exams/assessments.
To ensure that all staff recognise that the progress of pupils with LD or SEND is their responsibility.	Feedback from staff; review of subject reports; departmental and whole school inset/CPLD
To monitor, record and report on progress of pupils with difficulties in their learning to evaluate provision and whether it is overcoming barriers to learning.	SEN list; SEND Register: movement of pupils; RoW: targets met; comparison with baseline information; feedback from staff; end of year assessment process; use of ISAMS to share LD and SEND information
To coordinate the efficient use of resources and ensure that all who are involved with pupils with learning difficulties receive training in procedures for identifying their needs, supporting and teaching them.	Minutes of meetings, record of INSET and staff development events; induction and ECT inset; attend subject department meetings; analysis of staff needs and views; use of iSAMS to share LD and SEND information
To involve pupils and parents/carers in the identification and review of the targets set for individual pupils experiencing difficulties in learning.	Anecdotal comments, meetings, feedback and response forms, clear knowledge of targets and direction of learning.
To promote access to a balanced and broadly based curriculum.	Records of use of withdrawal sessions;-record of timetable modifications;
To develop genuine opportunities for partnership with parents and external agencies	Record of meetings, letters of support and complaints; record of initiatives to involve parents.
To inform parents/carers of pupils with learning difficulties or special educational needs and/or disabilities about the school's provision.	Information made available on RMS website, information sheets, Information report, RMS Learning Support policy.
To liaise closely with the Pastoral team so pupils can develop and build a strong sense of self-esteem.	Record of meetings, discussions with Heads of Year and Form Tutors; joint meetings with parents.
To monitor and evaluate the effectiveness of this policy on pupils' learning	Any positive change in behaviour or attainment, reading ages and test results, reputation in the community, movement of children within the graduated response model.

5. IDENTIFICATION AND ASSESSMENT OF PUPILS' NEEDS

“All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap"*

SEND Code of Practice January 2015, para 6.14, 6.17

5.1 The following 4 broad areas give an overview of the range of needs that are planned for in the School:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Furthermore, it is recognised that individual needs may cut across all these areas.

5.2 Early awareness and identification of need is crucial in assessment and use is made of:

- EYFS progress check (age 2 years)
- WellComm Speech and Language Therapy assessment
- Individual Assessment of Early Learning and Development (IAELD)
- transition meeting between Ruspini and Cadogan staff
- baseline assessment in Reception
- Standardised tests in English and Maths for Years 1 – 6
- CAT4 Testing Year 4 and Year 6
- GL Pass Testing Year 3 to Year 6
- Assess for access arrangements in Cadogan House
- Reading and Spelling Tests for Years 1 - 6
- junior school reports at transition to Senior School
- literacy screening in Year 7
- MidYis (Year 7)
- Yellis (Year 10)
- assess for access arrangements (Year 9 onwards)
- Alis (Year 12)
- regular monitoring through Reporting points
- termly communications with parents through reports or consultations
- form Tutor and Head of Year monitoring
- outside agency assessments
- end of topic tests
- internal examinations and review of assessments
- summary of results produced by Deputy Head Academic, including internal exams, CEM data, entrance test, literacy screening, where appropriate

6. ADMISSIONS AND PROVISION

6.1 No child will be discriminated against on entry because of their individual needs.

6.2 Pupils with learning difficulties or special educational needs are admitted using the same criteria as other pupils.

6.3 With the appropriate assessment reports, provision for extra time during the entrance examinations will be made. Due consideration will also be given during the marking of these papers.

- 6.4 Each child, who meets the entry criteria, will have an equal right to be admitted to this School and then be given equal access to the curriculum as appropriate to their needs.
- 6.5 The School does not advertise itself as specialising in SEND provision or as a school appropriate to the needs of children with severe learning difficulties or disabilities.

7. LEARNING BEHAVIOURS

- 7.1 Through the provision of small groups and individualised support pupils are encouraged in resilience, resourcefulness, reciprocity and reflection in order to develop strategies to address their needs. All staff consider health, support achievements and encourage students to make a positive contribution to the wider school community.

8. PUPIL WELLBEING

- 8.1 All staff are able to provide pastoral support for the pupils as and when needed and suggest strategies in addressing a range of non-academic issues that may impinge upon the pupils' learning. The Learning Support staff may use the pupils' experiences to progress their learning and meet their needs, where appropriate.

9. SPECIAL FACILITIES/UNITS

- 9.1 For children who are physically disabled, Ruspini can provide extra facilities such as ramps, special toilet facilities and extra adult support to meet a child's needs if required. Cadogan House has a lift. There are no special facilities for pupils who are physically disabled, nor are there any special units in the Senior School. However, the School is committed to the integration 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.
- 9.2 We have Learning Support rooms available to pupils for timetabled individual help, and work with support staff.
- 9.3 The computers in school run programs that enable students to hear their work as they write as well as other specialised programs designed to help with reading and spelling.

10. PROVISION MAPPING

- 10.1 The patterns of provision are as follows:

10.1 Ruspini House

1. Differentiated work in class
2. Small group support
3. Individual teaching
4. Multi-sensory teaching
5. Use of expertise from outside agencies

10.2 Cadogan House

1. individual literacy and numeracy support in Cadogan House
2. support with organisation and study skills
3. small group maths – setting from Year 3
4. support spelling groups
5. reading support groups with PALS teacher
6. reading support with other adults
7. reinforcement lessons for Pre Prep and Prep
8. Pre Prep motor skills sequencing group
9. study skills one lesson per Form each term

10. social skills groups in Pre Prep and Prep
11. behavioural support
12. documentation including termly target review and annual review
13. pastoral support
14. counselling
15. medical support
16. colour filters and visual stress relief
17. use of iPads
18. coloured paper

10.3 Senior School

1. individual literacy and numeracy support in Senior School
2. spelling skills for Years 7
3. reading skills for Year 7
4. study skills for Years 8, 9, 10 and 11
5. support with organisational and study skills
6. setting in Maths, English, Science and PE in the Senior School
7. extra English groups for Years 10 and 11 as appropriate
8. tutorial support for Years 12 and 13, via Drop-In
9. pastoral support
10. behavioural support from Head of Year or Form Tutor
11. documentation including Learning Support Review
12. access arrangements for internal and external exams
13. separate invigilation for reader, scribe, read aloud
14. larger computer monitors
15. large print / audio tapes
16. portable ramps, handrails
17. induction loops or FM devices
18. staff assistance (mobility impairment)
19. audio visual fire alarms
20. adapted keyboards
21. subject clinics
22. use of PC in the classroom
23. use of iPads and laptops
24. coloured paper
25. coloured filters, visual stress relief
26. pre-release notes and PowerPoint presentations
27. Drop-In
28. adhoc subject support
29. academic mentoring
30. counselling
31. medical support

11. GRADUATED APPROACH

11.1 Special Educational Needs

“Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.” (SEND Code of Practice 2015, para 6.44)

Where a pupil has been identified as SEND the graduated approach as described below will be applied. Regular communication between parents, teachers, the pupil, the SENCOs and external agencies (where appropriate) will take place in order to fully understand the nature of the SEND. Where a pupil has an Education, Health and Care Plan (EHCP), the School will endeavour to follow the provision set out in the plan and follow the appropriate annual review procedures, as instigated by the Local Authority.

11.2 Learning Support

The triggers for intervention through Learning Support could be the teacher's or other's concern underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- Makes little or no progress when teaching approaches are targeted particularly to a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or numeric skills that result in poor attainment in some other curriculum areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques employed in school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

11.3 Assess

- Subject teachers and the SENCOs will carry out an analysis of the pupil's needs, based on assessments and experiences of the pupil, their previous progress and attainment as well as other data. This will include the pupil's views as well as any concerns raised by parents.
- The assessment will be reviewed regularly to ensure that support and intervention matches needs.
- Where outside professionals are involved with the pupil, their comments will inform the assessment.

11.4 Plan

- Where it is recommended that a pupil needs support, this will be discussed with the parents and the pupil.
- All teachers will be informed of the pupil's needs and the support provided, together with any recommended strategies.
- The profile on ISAMS will be updated.

11.5 Do

- The class teacher should continue with differentiated strategies, adapting these, in consultation with the support teacher, in order to meet the student's needs.
- Group or individual support lessons will be established outside the timetable with the Learning Support Teacher.
- The LST will work closely with the class teacher and Form Tutor to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Arrangements for support are monitored to ensure that the pupil's access to the wider curriculum is not unduly affected.
- Staff will keep records of strengths, areas for development and targets. This will detail strategies, which are in addition to or different from what has been tried previously. The information will provide the basis for the Learning Support Review which will identify progress, impact of support, expected outcomes and the planned next steps.

11.6 Review

- The effectiveness of the support and the pupil's progress will be reviewed in the Learning Support Review report 3 times a year in the Senior School and six times a year in Cadogan House.
- Parents/guardians are invited to comment on the LSR report to feedback into the analysis of the pupil's needs. They are also invited to meet with the SENCOs at the review meetings.
- Pupils will be invited to comment on their views.
- The support will be revised in light of the pupil's progress and any changes to the support will be discussed with the SENCOs in consultation with the parents and pupil.

11.7 Involving specialists

- The School may involve specialists where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite support.
- Particular attention will be paid to those students in Years 10, 11, 12, and 13 with regards to special consideration for external examinations.
- The pupil's parents will be involved in any decision to involve specialists.
- A record will be made on the ISAMS profile.
- Recommendations made by the specialist will be recorded and circulated to all staff involved with the pupil.

12. CURRICULUM ENTITLEMENT

12.1 *"All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum."* (SEND Code of Practice January 2015, para 6.12)

12.2 The School offers an inclusive curriculum providing a framework of well-defined and achievable aims and objectives. This includes the choice of appropriate teaching methods and learning environments. Through this, opportunities for success are built into schemes of work in order to nurture positive attitudes and inspire confidence in all pupils with regard to their own abilities.

12.3 As a further aid to motivation, pupils are made aware of the purpose of their work with each child in school working towards individual targets.

13. PROCEDURES

13.1 When staff plan termly, weekly, daily they consider the appropriate differentiation for their pupils with special needs. Differentiation may be by:

- Outcome – all pupils complete the same task/activity. The teacher requires a different outcome from individual pupils in terms of quality and quantity of work.
- Task – groups complete a different activity but all activities are designed to show competence in the curriculum area
- Resources – some pupils are given additional or different equipment to complete a task
- teacher focus – the teacher gives a varied amount of support to individuals to enable them to complete an activity
- Organisation/grouping – pupils are grouped or paired to ensure that one pupil's strength compensates for another's weakness so that they may both show competence in the desired skill.

13.2 Recording Individual Needs – Ruspini House

- The class teacher will complete a Record of Concern form including strategies being used and the differentiation that has been put in place.
- The child may be placed on the school's SEN register at this stage.
- An Individual Assessment of Early Learning and Development (IAELD) will be completed by the SENCo with parents and other key people involved with the child.
- Parents and any professionals will be invited to contribute towards the SEN support plan which will specify targets.

13.3 Recording Individual Needs - Cadogan House

All staff are emailed details of the individual lessons and reinforcement lessons and strategies to help with differentiation. All staff are emailed the list of additional support detailing professional reports.

All copies of informal and/or formal reports including educational psychologist reports are held on the individual pupil files in Cadogan House office and on the SEND Team Drive.

Assessments and discussions between the learning support teacher and the pupil and the parents and the Form/subject staff generate the Learning Support Reviews which are issued every half term. These are sent to parents and information is provided to relevant staff.

On the SEND Team Drive information is available to all professionals. This includes the Learning Support Reviews, Parent reviews and Pupil Reviews. There is additional information on differentiation strategies for teaching staff. On iSAMs we ensure that details of support, reports and strategies for learning are recorded.

13.3 Recording Individual Needs – Senior School

The management information system records individual learning needs and issues, together with targets and strategies. All staff involved with the child actively communicate to address the needs of the student.

All copies of informal or formal reports, including Educational Psychologists' reports, are held by the SENCos on the school computer network.

The RoW cards are used to record the support details and generate Learning Support Reviews and reports which are issued once a term. These are sent to parents and information is provided for teaching staff.

14. ROLES AND RESPONSIBILITIES

14.1 The Governing Body

The Governing Body seeks to ensure that the needs of all pupils are met and that the provision made for pupils with SEND, both with and without Education, Health and Care Plans, is adequate and secure.

14.2 Head of School

The Head of-RMS School has responsibility for the day-to-day management of all aspects of the School, including provision for pupils with special educational needs. These responsibilities are met by the close collaboration of the Head of Ruspini House, Head of Cadogan House, Senior Leadership Team and the SENCos in the early identification and subsequent provision for pupils with a significant educational need.

14.3 Special Education Needs Coordinator in Ruspini House

Mrs Manning is the Special Educational Needs Co-ordinator (SENCO) and has responsibility for co-ordinating the day-to-day SEN provision. This provision is:

14.3.1

- Working closely with the class teachers and Head of Ruspini House
- Assessing the children's needs with the support of the key worker
- Providing support to children on the SEN Register
- Maintaining the Special Needs Register
- Monitoring the implementation of programmes of work designed for SEN pupils and supporting staff in developing personalised targets
- Ensuring there is good liaison with parents and, when required, to meet with parents
- Co-ordinating the involvement of support agencies
- Keeping staff informed about new information gained from other agencies
- Attending reviews
- Monitoring SEN record keeping and keep under review
- Ensuring all SEN records are up to date
- Identifying issues for INSET and resourcing
- Ensuring SEN Records are retained in a locked filing cabinet

14.4 Special Education Needs Coordinator in Ruspini House Head of Learning Support in Cadogan House

Mrs Phillips is referred to as the Head of Learning Support at Cadogan House and has the responsibility for the coordination of provision in the Prep Department.

14.4.1 The Head of Learning Support's responsibilities are:

- Coordinating provision for pupils with LD and SEND
- Liaising with and advising staff
- Managing the CH PALS team of teachers
- Overseeing the records of all pupils with LD and SEN including Learning Support Reviews
- Liaising and giving professional advice with parents of pupils with LD and SEND
- Contributing and delivering to INSET service training for staff
- Coordinating specialist review meetings with parents and staff
- Liaising with Director of Learning Support regarding transition to Senior School
- Liaising with external agencies
- Assisting in the development, monitoring and evaluation of the Learning Support Policy
- Meeting regularly with the Head of Cadogan House
- Delivering parental information/training sessions
- Ensure staff use the feedback from parental and pupil questionnaires to plan the next steps in learning

14.5 Special Education Needs Coordinator in the Senior School

At the Senior School the role of SENCo is referred to as Director of Learning Support and is carried out Mrs Hawkins who has the responsibility for the co-ordination of provision in the Senior School. Mrs Hawkins is a qualified SENCo, having achieved the NASENCo Award accredited by Oxford Brookes University.

14.5.1 The Director of Learning Support's responsibilities are:

- Overseeing the day-to-day operation of the School's Learning Support policy
- Coordinating provision for children with LD and SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has a LD or SEND
- Liaising with and advising fellow teachers

- Managing the PALS team of teachers & holding weekly meetings
- Advising on the graduated approach to providing support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with LD or SEND
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head of Senior School and Governors to ensure that the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Working with the Examinations Officer to facilitate the provision of access arrangements
- Contributing to in service training of staff
- Assisting in the development, monitoring and evaluation of the Learning Support Policy
- Ensuring that the School keeps the records of all pupils with LD and SEND up to date
- Running the Annual Review process for those students with an EHCP and ensuring statutory compliance
- Attendance at Parents' Evenings and/or Parent Information Evenings

14.5 Teachers

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.” (SEND Code of Practice 2015, para 6.36-6.37)

14.6 Teachers should support this through Quality First Teaching and by:

- Monitoring the progress of individuals against class/national norms
- Ensuring that pupils receive an effective differentiated curriculum, so that they are able to participate fully in the life and activities of the School
- Discussing concerns with the Director of Learning Support and the Head of Learning Support at Cadogan House (as appropriate) when any have been identified by the subject/Form teacher
- Contributing to the discussion and establishment of RoW cards by identifying priorities and targets
- Responding to the information on the Learning Support Reviews
- Monitoring progress made against the targets
- Adopting the Learning Support Policy and procedures

14.7 Support Teachers

Any support teacher will be expected to:

- Work in collaboration with class teachers
- Assist in the identification of need
- Help provide effective learning strategies
- Develop a variety of methods appropriate to individual pupils
- Assess, record and regularly evaluate
- Help find ways to provide individual help
- Liaise closely with the SENCOs
- Contribute to reports, including Learning Support Reviews

- Attending and contributing to specialist review meetings with parents and staff

14.8 Parents

The School will work in partnership with parents to identify, support, monitor and review the needs of the pupil. Parents are asked to:

- Inform the School either prior to, or upon entry that their child has a LD or SEND
- Inform the School at any time during their school career if their daughter develops any special needs
- Be informed of our policy, which is available upon request
- Request an assessment of their daughter if they are concerned
- Aim at achieving a partnership with the School with regard to projects and homework
- Liaise with the SENCos-regarding any areas of concern
- Contribute to the Learning Support Reviews, establishing targets, outcomes and progress. This may also be achieved through regular meetings.
- Complete the parent questionnaire for Cadogan House, using this to aid discussions and inform future planning

14.9 Involving Pupils

We aim to involve all pupils in their own education and encourage an approach to independent learning. Pupils are encouraged to:

- Complete pupil questionnaires
- Evaluate their work, both orally and in writing.
- In Year 9 and above, attend parent consultations to contribute to the discussion
- Identify areas that need development
- Be involved in discussions to plan the support and set targets and outcomes
- Engage with the support provided

15. COMPLAINTS

15.1 Complaints about the learning support provision will normally be directed in the first instance to the relevant SENCo (as appropriate), who should then refer them to the Head of the appropriate school.

16. STAFFING AND PARTNERSHIPS WITH BODIES BEYOND THE SCHOOL

16.1 Training

The SENCos provides relevant in-service training, as and when required. This is provided through departmental meetings, Heads of Department meeting and during the first term for new members of staff. Individual training is provided for ECT as part of their programme. Learning Support staff are encouraged to attend appropriate courses and conferences to keep abreast of changes to our understanding of pupils' needs.

16.2 Outside agencies

The School receives advice and support from the county. Educational Psychologists, Speech and Language Therapists, Speech and Language advisors, Occupational Therapists and Physiotherapists all visit the school as necessary and/or requested. Occasionally children may need to visit external agencies.

16.3 Transition

The School recognises the importance of close contact with other schools as pupils with LD or SEND move between stages of education or change school.

16.3.1 During the summer term the SENCo and headteacher at Ruspini meet with the Head of reception and the Cadogan House SENCo to discuss the needs of all students. Students joining Cadogan House who are not from Ruspini are encouraged to visit prior to entry.

16.3.2 During the summer term the Head of Year 7 visits feeder schools of those joining the Senior School and any pupils with SEND or LD are discussed with Director of Learning Support.

16.3.3 During the summer term the Director of Learning Support will meet with the Head of Cadogan House, the Head of Learning Support and the Year 6 teachers to discuss the needs of pupils. Where there are specific needs, the Director of Learning Support will be involved in meetings throughout Year 6, as appropriate.

16.4 **Parents**

Parents have a vital role in the identification of and support for pupils with LD or SEND. Every effort is made to work in partnership with parents at every stage.

APPENDIX - LEARNING SUPPORT GUIDANCE FOR STAFF

RUSPINI HOUSE (EYFS)

Initial Concern

After a member of staff has an initial concern about a particular student ~~she~~ they may conclude that the strategies they are currently using with the pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consider together with the SENCo at Ruspini House what else might be done. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the class.

Action

A member of staff, parent, or outside agency express concern about the child. The SENCo at Ruspini House is informed and they will investigate the concern and organise support, communicating appropriately.

Parents/guardians must always be made aware, if they are not already, that there is a concern.

Moving on

All staff involved with the child should continue with differentiated strategies, adapting these, in consultation with the SENCo at Ruspini House, so that they meet, wherever possible, the child's needs.

An assessment by an outside agency may result in advice about further strategies or may result in extra funding to provide extra support. The SENCo at Ruspini House will allow outside agencies where possible to facilitate a programme in school so that all concerned can be involved.

CADOGAN HOUSE (EYFS, KS1 AND KS2)

Initial Concern

After a member of staff has an initial concern about a particular student they may conclude that the strategies they are currently using with the pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consider together with the Head of Learning Support at Cadogan House what else might be done. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

Action

The Form Tutor, subject teacher, another member of staff, parent, or outside agency express concern about the child. The Head of Learning Support at Cadogan House is informed. If the information comes from someone other than the Form Tutor, the Form Tutor must be informed. The Head of Learning Support at Cadogan House will investigate the concern and organise support, communicating appropriately.

Parents/guardians must always be made aware, if they are not already, that there is a concern.

It is the Form and subject teacher's responsibility to meet the child's needs through differentiation.

Moving on

The Form Tutor and the subject teacher should continue with differentiated strategies, adapting these, in consultation with the Head of Learning Support at Cadogan House, so that they meet, wherever possible, the child's needs. When individual support lessons are deemed necessary they should be established on a rota with the Learning Support Teacher. The Learning Support Teacher will write a Learning Support Review with targets for the child. This will detail strategies, which are in addition to or different from what has previously been tried with the pupil. Parents and Form Tutors contribute targets and write comments on the Learning Support Review.

These are reviewed and rewritten every half term by the Learning Support Teacher. Copies are sent to parents and Form Tutors. Copies of Learning Support Reviews are kept on the SEND Team Drive. Parents/guardians are invited to attend the review meetings.

The Head of Learning Support at Cadogan House will gather all the evidence required and liaise with the appropriate outside agency.

The assessment by the outside agency may result in advice about further strategies or may result in extra funding to provide extra support. The Head of Learning Support at Cadogan House will allow outside agencies where possible to facilitate a programme in school so that all concerned can be involved. The Learning Support Review will indicate the outside agency's advice.

KEY STAGES 3 AND 4

Initial Concern

After a member of staff has an initial concern about a particular pupil they may conclude that the strategies they are currently using with the pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consider together with the Director of Learning Support what else might be done. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

Action

The Director of Learning Support will investigate the concern by gathering information from within the School about progress, alongside national data and expected progress. This should include high quality and accurate formative assessment and computer based screening.

Parents/guardians must always be made aware, if they are not already, that there is a concern. The discussion should be structured so parents develop a good understanding of the pupil's areas of strength and difficulty and share their own concerns.

A record is made on the student's iSAMS profile that there is a 'cause for concern' once the investigation is complete.

It is the subject teacher's responsibility to meet the child's needs through differentiation. However, the desired outcomes, including expected progress and attainment will help determine the support that is needed and whether something different or additional is required.

The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning.

Moving on

If the pupil makes good progress, the subject teacher and Director of Learning Support may record as such on the iSAMS profile.

If the pupil does not make adequate progress (and there are no extenuating circumstances e.g. medical, family, bereavement), the subject teacher may ask the Director of Learning Support to consider her for an assessment by the SpLD teacher or Educational Psychologist and move on to the Graduated Approach.

KEY STAGE 5

Individual PALS tuition does not pertain in the Sixth Form. Our policy is that students with LD are offered support and strategies until Year 11 and by the time students reach the Sixth Form, successful strategies should be in place. We offer the Drop In and students are encouraged to use that facility as well as subject clinics and surgeries. Subject teachers will support students and if there are serious concerns about the progress of a student with LD or SEND, the Director of Learning Support will be consulted for

advice. In exceptional circumstances, individual support can be arranged where a student has not received support in the past or their difficulties warrant it, focusing on study skills and communication techniques.