



Learning Support (LS) Policy which applies to the whole school including the EYFS

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Introduction

- ❑ *This policy has been reviewed and updated in **September 2011** in line with the Code of Practice and the Disability Discrimination Act (2002).*
- ❑ *Hornsby House School provides a broad and balanced curriculum for all children, aiming to ensure that every child has an equal opportunity to benefit from the EYFS and National Curriculum, and is encouraged by all staff to develop to his/her full potential.*
- ❑ *We recognise that some children will have barriers to learning as a result of having Special Educational Needs. We aim to take specific action to support these children, through providing appropriate provision, whilst encouraging full integration in all class and school activities.*
- ❑ *This policy describes the procedures and systems established in order to provide an inclusive education for all children with Special Educational Needs, including Gifted and Talented, within a caring and supportive environment.*

Aims and Objectives

The aims and objectives of this policy are:

- ❑ *To include children with Special Educational Needs, ensuring that all children have full and equal opportunities to engage in all elements of the school curriculum, in line with our Accessibility Plan and Disability Policies.*
- ❑ *To try to ensure that the special educational needs of all children are identified, assessed and provided for as early as possible.*
- ❑ *To recognise the vital role of parents and work in partnership with them, valuing their views and contributions and keeping them fully involved in their child's education.*
- ❑ *To ensure that children are listened to and every effort is made to involve the child in decisions made about their special educational needs.*
- ❑ *To provide a stimulating, learning environment that makes the best possible use of available resources to meet the special educational needs of each child.*
- ❑ *To ensure that all staff understands their roles and responsibilities in identifying, assessing and providing for children with LS and Gifted and Talented, through providing appropriate training and encouraging positive staff attitudes.*
- ❑ *To establish and maintain close links with all agencies and professionals working with those children identified as having special educational needs.*
- ❑ *To work towards continual improvement of the LS provision by regularly monitoring and evaluating the resources, support and training opportunities provided.*

Definitions of SEN and LS

- ❑ *We recognise that, at some stage in their schooling, any child may have special educational needs (SEN), which may lead to temporary or long*

term learning difficulties. These need to be identified and planned for taking into account the type and extent of the difficulty experienced.

- *The SEN Code of Practice (1.3) states that:
'All children have SEN if they have a learning difficulty which calls for special educational provision to be made for them.'*

Children have a learning difficulty if they

- a) *have a significantly greater difficulty in learning than the majority of children of the same age;*
- b) *have a disability which prevents or hinders them from making use of the educational facilities available for children of their age;*
- c) *are under compulsory school age and fall within the above definitions or would do if special educational provision was not made for them.*

Children may also fall within the definitions of the Disability Discrimination Act Code of Practice 1(1): 'A person has a disability, if she/he has a physical or mental impairment which has a substantial or long term adverse affect on his ability to carry out normal day to day activities'.

Some children with disabilities will require special educational provision, although others may have rights under the DDA without requiring such support. We would aim to assess each child's needs as required and make the appropriate provision based on their individual needs as we see them. Pupils with LS may exhibit one or more of the following:

- a) *Cognitive/learning difficulties which will be either Moderate Learning Difficulties (MLD), characterised by low attainment across the curriculum; or Specific Learning Difficulties (SpLD) where there is a mismatch between the child's potential and their actual performance in specific skills areas.*
- b) *Behavioural/Emotional/Social Difficulties where learning is impeded due to difficulties related to children, staff and routines.*
- c) *Communication/Interaction Difficulties where learning is impaired due to difficulties with speech, communication and understanding.*
- d) *Sensory/Physical Difficulties related to loss of hearing/sight/mobility/ other medical problems.*
- e) *Gifted and talented.*

Admission Arrangements

Please refer to HHS Admissions Policy.

Identification and Assessment

a) *Role of All Teachers:*

We recognise that 'all teachers are teachers of children with Special Educational Needs' (Code of Practice 5.2). All staff should be aware of the contents of the LS Policy.

All Class Teachers are responsible for the initial identification and assessment of LS, and have responsibility for providing appropriate provision for every child in their care recognising that children:

- a) have different educational and behavioural needs;*
- b) require different strategies for learning;*
- c) acquire, assimilate and communicate information at different rates;*
- d) need a range of different teaching approaches and experiences.*

b) *Role of SENCo:*

The day to day co-ordination of the LS provision is carried out by the Special Educational Needs Co-ordinator (currently Amelia Rahaman). This teacher, in liaison with the Headteacher, will:

- a) advise and support teachers and classroom assistants in the assessment of children, and in the planning, monitoring and reviewing of their support;*
- b) ensure that appropriate Individual Educational Plans are in place;*
- c) ensure appropriate records are kept for pupils with LS;*
- d) liaise with external support agencies, parents and other professionals in conjunction with class teachers, with regard to children with LS;*
- e) manage a range of resources, both physical and human (1:1 dyslexia therapists) to enable appropriate provision to be made for pupils with LS.*
- f) identify children who are Gifted/talented and provide appropriately through liaising with the Gifted and talented Co-ordinator*

c) *Procedures:*

- a) All teachers are involved in regular observations and formative, summative and diagnostic assessments of the children in their care, including PIPs baseline, end of Key Stage and optional SATS, NFER CAT Years 4, 5 and 6, NFER Maths 5-14 and twice yearly reading and spelling tests, as outlined in the Hornsby House Assessment Policy. Information derived from these is available to staff (on the shared directory) and is communicated to the SENCo and Headteacher.*
- b) Class and subject teachers will inform the SENCo of any concerns. The SENCo will then observe the pupil in and out of class. Both Class or Subject Teacher and SENCo will meet with parents to discuss their concerns.*

- c) *Where appropriate, the SENCo will recommend further assessment by external agencies. The SENCo keeps a list of details of support services such as Speech Therapists, Occupational Therapists and Educational Psychologists, both in Private practice and connected with the local authority.*

Provision

- *As a school we aim to follow the graduated approach to LS, as outlined in the Code of Practice, whilst taking into account our needs and the resources available to us as an individual school within the Independent Sector.*

- a) *EYFS:
Children may enter from an early years setting that has already identified areas of LS. The transfer of records and continuity support should be ensured. Nursery Schools are visited prior to children moving to Hornsby House School.*

Day to day observations and assessments will be carried out for all children to monitor their progress towards achieving the Early Learning Goals. These will be carried out in close partnership with Parents, taking account of their views and experiences of their child.

Where progress is slower than expected, different approaches and opportunities for learning will be provided, small group support will be provided weekly where possible. Interventions that are additional to and different from those available as part of the usual Curriculum (Early Action) will be recorded on an Individual Education Plan (IEP) in liaison with the SENCo (see IEP Policy).

Where the child continues to work substantially below the level of his peers or where there are emotional/behavioural/sensory/physical needs that interfere with learning or require additional intervention, external support services will be called upon through liaison with the SENCo and action recorded on an IEP (Early Action Plus).

If necessary, a statutory assessment by the LEA may be requested by the school or parents.

- b) *Key Stages 1 and 2:*

Information passed on from the foundation stage, or from a school from which the child has transferred, will be used in conjunction with ongoing assessments to provide an appropriate curriculum for each individual child.

Where assessments indicate a learning difficulty a range of strategies will be used. Any interventions that are additional to, or different from, those provided in the usual curriculum will be recorded on an Individual Education Plan (IEP) at School Action.

IEPs outline short term targets set for the child and teaching strategies to be used. They are reviewed once a term.

If an IEP review indicates the child requires enhanced support the SENCo will make links with external support services (School Action Plus). This may involve extra costs to the parents.

If a child continues to demonstrate significant cause for concern a request for a statutory assessment may be made to the LEA.

Support Available

- All children have an entitlement to a broad and balanced curriculum which is differentiated according to their individual needs in order for them to understand the purpose of learning activities and to experience levels of understanding and rate of progress that give them a sense of achievement. At Hornsby House, lessons have clear learning objectives, stated to the children from the lesson outset, and teachers use a range of strategies to meet individual needs.*
- All children at Early Years/School Action and Action Plus have IEPs which outline the support they will receive.*
- At Hornsby House, we acknowledge that every child has an entitlement to share the same learning experiences as their peers, aiming wherever possible, to integrate children within the classroom. We recognise, however, there are times, when to maximise learning, children are best taught in small groups or in 1:1 situations outside the classroom.*

The support provided for children with LS may include:

- a) Additional resources/equipment/adult support to be provided in class by the class teacher/classroom assistant. Children with statements of LS will have their own 1:1 support assistant.*
- b) 1:1 withdrawal lessons in English and/or Maths provided by trained dyslexia/maths therapists at a cost to the parents.*
- c) Advice/therapy sessions within/outside school provided by external agencies, e.g. Speech Therapy, Occupational Therapy, Educational Psychology. This may be arranged through the Local Authority, or privately at a cost to the parents.*

Facilities

At Hornsby House, we aim to provide a learning and physical environment that is accessible to all children. To that end, we have the following facilities in place:

- Ramps to allow wheelchair access to all ground floor areas of the school and all areas of the playground.*
- Doorways that accommodate wheelchairs.*
- A lift to allow access to the upstairs Art/DT room.*
- IT networking to allow access to lessons from e-learning suite or a Year 3 classroom to be used elsewhere.*
- A disabled toilet with hoists and handrails.*
- Appropriately equipped minibuses to allow access to regular outings.*
- Provision of appropriate trips and school journeys to facilitate inclusion.*
- A dietary policy to allow for children with special dietary needs.*
- Appropriate furniture and equipment for disabled access to classroom lessons.*
- Interactive whiteboards with active slates where needed.*
- Opportunities for children to use laptops where this facilitates their learning and ease of communication, where they are recommended by an Educational Psychologist.*

Resources

- The SENCo and 1:1 therapists have a collection of resources available both for 1:1 lessons and to support teachers in their classwork with children with LS. These are purchased from the annual LS budget agreed by the Head and managed by the SENCo. Any teacher is free to suggest items to be purchased from this budget – list attached.*
- The SENCo and 1:1 teachers are available to advise teachers as to further sources of information useful for meeting the LS of their class.*
- Hornsby House School belongs to the Wandsworth Loan Service which allows staff to borrow 60 books, teaching resources and information on LS.*

Staffing and Training

- At Hornsby House, we recognise that the provision for children with LS is a matter for everyone in the school and are committed to supporting and training all staff.*
- As well as a teacher, each class has an assistant, whose role includes working with/supporting individuals/groups of children with LS within the classroom under the teacher's direction. Some assistants may work with groups providing additional support out of class in co-ordination with the teacher and SENCo. Where children have statements of LS they will have an individual assistant for some/all of the day.*
- We provide regular whole school INSET on LS issues. Training needs are monitored by the SENCo in association with the INSET Co-ordinator and in accordance with the inset policy. The SENCo attends courses*

which are fed back to staff members, including mandatory training run by the LEA. Other teachers/assistants are encouraged to attend LEA and other training sessions, where relevant, to the LS of the children they work with.

- The SENCo and 1:1 teachers, and many class teachers, have qualifications in SpLD. Other staff are actively encouraged to take such qualifications and provided with the funding to do this.*

Partnership with Parents

- At Hornsby House School, we are committed to working closely with parents in the support of children with LS. We encourage ongoing dialogue and open communication, recognising parents have much to contribute to our support for their children.*
- Parents are kept informed of any concerns class teachers have and are emailed each updated termly IEP. Where children have 1:1 lessons, teachers record the content and success of these on a weekly summary that is saved in the shared directory and emailed to parents weekly.*
- All teachers, including the SENCo and 1:1 therapists are available to meet with/telephone parents to discuss individual needs. There are timetabled meetings at the twice yearly parents evenings when parents can book individual sessions with the Special Needs Team.*
- Parents play an active part in the statementing and annual statement review process.*
- Where children cause particular concern, a special home/school book will be set up by the class teacher, in addition to the homework diary/reading record each child takes home daily.*

Pupil Participation

- We encourage children to take some responsibility for their own learning from the earliest stages.*
- Where appropriate, targets are rephrased in 'child friendly' language and used for individual rewards charts/record books.*

Links to External Agencies

- At Hornsby House School, we are committed to close liaison with external support services in order to identify LS and intervene effectively, to maximise the learning opportunities for each child.*
- The SENCo keeps a list of support services available and is responsible for initiating and maintaining contact with these in conjunction with class teachers and parents.*
- We currently have links with private and local authority Speech and Language and Occupational Therapy Services, Education Psychologists, the local Hearing Impaired Service and the Early Years Centre, as well as the Local Education Authority. The SENCo has developed ties with other independent schools.*

Transition to Other Schools

- LS reports and records, along with other information, are passed on when a child moves to a new setting where appropriate meetings can be arranged between professionals involved with the child and the receiving school.*
- When children with LS come to Hornsby House from other schools/nurseries, every effort is made to find out as much information as possible from the earlier setting. The class teacher will visit the child in their nursery/school and meetings/visits for parents/child to Hornsby House will be arranged to make the transition as smooth as possible.*

The Role of the Governing Body

- Mr Colin Holloway is the designated Governor for LS. The Governing Body meets termly – Mr Holloway can be contacted at any time.*

Complaints

- Complaints about the provision/organisation of LS will be addressed through the procedures outlined in the whole school Complaints Policy.*

Reviewing, Monitoring and Evaluating the Policy and Provision

- The SENCo will monitor the provision for the children with LS in liaison with the Headteacher, with whom the SENCo has weekly meetings.*
- The LS policy and practice will be reviewed regularly with regard to systems for identify and assessing needs as early as possible.*
- The impact of the provision made in meeting the needs of the individual children.*
- Record keeping.*
- The resources available.*
- Partnership with parents, pupils and external agencies.*

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