



Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

School Policy 15 – Learning Support

This policy was last reviewed by Governors in November 2014.

The people in the school who prepare the text of this policy for the Headteacher and the Governors are: Assistant Headteacher (*Developing Teaching*), SEN Curriculum Leader and Manager of Learning Support.

The Governors' Committee responsible for this is the Curriculum, Teaching and Learning Committee.

It will next be reviewed in February 2017.

It should be read in conjunction with other related policies, such as ***Curriculum, Teaching and Learning, Assessment, Recording and Reporting, Discipline, Equal Opportunities in Education.***

Introduction

As a school we seek:

- to provide the maximum opportunities for all pupils and students to learn and to fulfil their educational potential.
- to ensure that the learning support policy follows on from the school's aims, is of central importance to the school's purpose and is closely linked to the school's other curriculum policies.
- to ensure that every experience encountered by pupils and students in school has an impact on their learning and the wider curriculum complements the teaching and learning that occurs within the formal curriculum of lessons.
- to ensure that the learning that takes place within school supports and complements the learning that takes place outside school.
- to provide pupils and students with the skills, confidence and commitment to continue with a 'lifetime of learning'

Rationale

The purpose of the policy is to make explicit the principles behind the school's approach to learning support and personalised learning – in particular Special Educational Needs and Gifted and Talented.

Archbishop Tenison's is a Christian community where every individual is valued and where we are concerned to promote the learning and development of all our pupils so that their gifts and talents may be realised. In detail:

1. That every pupil and student at Tenison's should have access to a broad, balanced and relevant curriculum.
2. To foster a learning environment that enables all children and young adults to reach their full potential.
3. To raise the autonomy and to improve the school life of children with SEN and to recognise and reward their achievements.
4. As far as possible, to educate all pupils and students alongside other pupils and students, recognising the diversity of children's learning experiences and needs.
5. To recognise that all teachers are teachers of pupils and students with SEN.
6. To ensure that the views of all pupils and students with SEN is taken into account when planning for their provision.
7. To work closely with parents/carers and key agencies so that there is a collaborative and co-ordinated approach to the planning and provision for pupils and students with SEN

Definitions: Special Educational Needs

Children have a special educational need (SEN) if they:

- have significantly greater difficulty in learning than the majority of children of their age; or
- have a disability, which prevents or hinders them from making use of facilities within the school.
- Are making inadequate progress because of one or more of the needs listed below

Children's special educational needs may come from one or more of:

- Cognition and Learning Difficulties (which may be general or specific e.g. dyslexia);
- Social, Mental and Emotional Difficulties (which may be general or specific e.g. ODD);
- Communication and Interaction Difficulties (which may relate to speech and language problems or to autistic spectrum disorder);
- Sensory and Physical Difficulties.

Responsibilities

- **The Governing Body** will:
 - a) determine the school's general policy and approach to SEN;
 - b) do its best to ensure that there is necessary provision for pupils and students with SEN;
 - c) maintain a general oversight of the school's work;
 - d) appoint one governor to take a particular interest in and monitor the school's work on behalf of the children with SEN;
 - e) report annually to parents on the school's policy for children with SEN.
- **The Assistant Headteacher (*Developing Teaching*)** has been delegated by the Headteacher to oversee the school's work in this area by:
 - a) acting as line-manager for Curriculum Leader for SEN
 - b) assisting with the development, implementation and monitoring of the school's policy;
 - c) overseeing the review of children with SEN.
- **The Curriculum Leader for SEN** will be responsible for:
 - a) coordinating the development, implementation and monitoring of the school's policy;
 - b) taking the lead role in developing suitable intervention programmes and liaising with the Deputy Headteacher in the provision of an appropriate curriculum for pupils with SEN
 - c) working with Heads of Department to ensure that subjects are providing appropriate differentiation for students
 - d) liaising with parents and carers, and external agencies as appropriate.
- **The Learning Support Manager** will be responsible for:
 - a) coordinating the provision for pupils.
 - b) keeping a register of all pupils with SEN and keeping colleagues informed;
 - c) leading the LSA team
 - d) liaising with parents and carers, and external agencies as appropriate.
- **Pastoral Leaders** have a role in fostering the personal development of pupils and will:
 - a) be responsible for pupils and students whose SEN relate to Social, Mental and Emotional Difficulties; and

- b) liaise with parents and carers, Curriculum Leader for SEN, Learning Support Manager and outside agencies when appropriate.
- **Form Tutors** have a role in fostering personal development of pupils and students, and will:
 - a) provide pupils and students with informal help in improving their organisation, self-respect etc.
 - b) be involved in the gathering of information when necessary.
- **Subject Teachers** will:
 - a) help with the identification of pupils and students.
 - b) provide appropriate teaching through the use of differentiated teaching and learning strategies to ensure that pupils and students have access to the curriculum, and monitor and record their progress;
 - c) contribute to the review process
 - d) work with and liaise with attached Learning Support Assistants, the Curriculum Leader for SEN and Learning Support Manager as appropriate.
- **Heads of Department** will:
 - a) ensure that members of their department are informed about pupils and students with SEN
 - b) ensure that schemes of work identify where differentiation occurs
 - c) include SEN matters in their departmental meetings.
- **Learning Support Assistants** will:
 - a) work with designated pupils and students
 - b) assist in the monitoring of pupils and students with SEN by recording the successful strategies used in lessons and the extent to which these pupils make adequate progress
 - c) liaise with the Curriculum Leader for SEN as appropriate.

Principles

1. **Admissions** - Applications from families with a child who has an Educational Health Care Plan (EHCP) are considered first and decisions about these children are made in conjunction with the local authority. Most children are selected according to the Christian commitment of their families. The governors may also offer some places on other grounds, including health and disability reasons. The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with a disability or special educational need.
2. **Identification and Assessment** - The school will use the graduated response model as recommended by the revised Code of Practice (in force from September 2014). Information to identify and assess pupils with SEN will be obtained as soon as possible after pupils have accepted a place at the school. Information will also be gathered to identify and assess SEN that may emerge later on during a pupil's school career.
3. **Record Keeping** - Information about pupils' SEN will be filed in the school's SEN files and on the Learning Support Register
4. **Provision for SEN within Archbishop Tenison's** - For the most part pupils will be provided for within the normal school system by the use of a combination of teaching and learning strategies. Where extra support is needed this will be specified in the pupil's Individual Education Plan (IEP).

5. **Liaison with Parents and Carers** - We recognise that parents and carers hold key information about their pupils' SEN and that they have a crucial role and responsibility in supporting their child's progress. We will consult with and inform them about the progress of their child with SEN, seeking to develop a constructive partnership which will aid pupil progress. For children on SEN Support or with an Education Health Care Plan (EHCP) we consult on a termly basis.
6. **Complaints Procedure** - Parents/carers who are dissatisfied with the way the school has implemented its procedures for identifying, assessing and providing for a pupil with SEN should, in accordance with the school's published Complaints Procedure:
 - a. contact the SEN Curriculum Leader/Learning Support Manager in the first instance
 - b. if problems cannot be resolved at this level, contact the relevant Assistant Headteacher
 - c. and if this still does not resolve it, write to the Headteacher
 - d. if parents are still dissatisfied, they should write to the Governors' Curriculum Committee and the Chair of Governors
 - e. if parents/carers wish to, they may make the complaint to the Local Education Authority
7. **Pupil Involvement** - The effectiveness of the additional help offered by the school will be influenced by the involvement and interest of the pupils concerned. So, our pupils will be kept informed of SEN decisions affecting them and they will be invited to contribute to the setting up and formal reviews of their IEPs, and the setting of targets. At all stages we will try to emphasise what pupils can do, so that we build on their strengths.
8. **Liaison with other Agencies** - The Local Authority support services play an important part in helping us assess and provide for our pupils with SEN and we value our partnership with them. Pupils will normally be referred when an application for an Education Health Care Plan is being made, but consultations with the appropriate agency will be sought at an earlier stage when necessary and continued throughout the pupil's period of support.

Review, Monitoring and Evaluation

- The Headteacher and Senior Leaders will use the policy to monitor personalised learning approaches across the school; Heads of Department will use it within their curriculum area.
- Indicators of the policy's success could come from: assessments, current performance grades and examination results; pupil and student performance in extra curricular events; lesson observations and inspection reports on pupil and student attitudes to learning; recognition of the achievements of the whole range of pupils through house points, prizes etc.; flexibility in the use of the SEN register with pupils moving between stages and the achievement of targets set out in Individual Education Plans.
- Governors monitor the effectiveness of the policy through their visits to the school and through the work of the Teaching and Learning Committee, which meets termly and reports after each meeting to the full Governing Body.

Appendix A - THE GRADUATED RESPONSE TO SEN AT ARCHBISHOP TENISON'S

Teacher Accountability - Subject teachers are responsible and accountable for the progress of SEN pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who (may) have SEN. If a pupil is not making adequate progress, the teacher, SEN Curriculum Leader and parents/carers collaborate on problem solving, planning support and teaching strategies. Once a potential SEN is identified, the school follows the recommended process to put effective support in place - Assess, Plan, Do, Review – the graduated approach underlying SEN Support.

SEN Support - This is characterised by the drawing up and use of an Individual Education Plan (IEP). This is needed when the pupil:

- is not gaining access to the curriculum through normal differentiated teaching strategies and/or
- is having significantly greater difficulty in learning than the majority of children of the same age and is not making adequate progress and/or
- has identified learning needs related to one or more of the following;
- Cognition and Learning Difficulties (which may be general or specific e.g. dyslexia);
- Social, Mental and Emotional Difficulties (which may be general or specific e.g. ODD);
- Communication and Interaction Difficulties (which may relate to speech and language problems or to autistic spectrum disorder);
- Sensory and Physical Difficulties

In this case a more concentrated and specific plan of action is necessary. The most appropriate teacher(s) - usually the Curriculum Leader for SEN and the Learning Support Manager or Head of Year - draw up the plan after consultation with subject teachers. The pupil is also consulted. Other subject teachers are kept informed so that they can have regard to the plan in planning and teaching lessons.

An IEP specifies precise targets for the pupil and the additional or different provision the pupil needs - normally provided in lessons and organised by the subject teacher.

Pupils and parents/carers are informed of the progress made by the pupil and consulted during the review process. There is a termly review, one a year of which may be at a Parents' Evening.

Educational Health Care Plan (EHCP) - When the LA decides to draw up an EHCP it specifies the child's SEN, and the SEN provision that the LA considers necessary to meet these SEN. Pupils with an EHCP will also work to an IEP, which specifies shorter term targets. There are termly reviews and an annual formal review of the EHCP.

Appendix B - PROVISION MAPPING

- Provision for pupils on SEN Support will reflect that 'ordinarily available' in schools with funding coming from the AWPU and the Notional SEN Budget - up to a maximum of £6000 (2014 figure) above the normal provision for those pupils with the greatest SEN.
- Provision for EHCPs will be banded: the first £10 000 (2014 figure) will be provided by the school, with extra financial support coming from the LEA in bands according to the level of need identified.
- In order to ensure pupils are being appropriately supported the school will keep its provision mapping and auditing up to date and accurate with the full costing of support factored in for each individual pupil/student on the Learning Support register. The school will assess in detail the support given and the impact of that support.