



IPSWICH SCHOOL

LEARNING SUPPORT POLICY

This policy outlines the procedures that the Learning Support Department has put in place to ensure that the school makes appropriate provision for all pupils with additional learning needs, including those with formally diagnosed Special Educational Needs or Disabilities (SEND).

Ipswich School works with regard to the SEND Code of Practice 2015 and The Equality Act 2010.

POLICY OBJECTIVES

- To identify pupils who have additional learning needs as early as possible
- To make reasonable adjustments for SEND pupils, including exam access arrangements if appropriate
- To use the school's assessment procedures for regular monitoring and appraisal of pupils' performance to measure progress and to intervene if necessary
- To offer effective interventions to pupils who have been identified as having additional learning needs
- To ensure that information about pupils' learning needs is communicated effectively and acted upon by teaching staff
- To provide support (including training) to teaching staff so that pupils' needs can be met in the mainstream classroom
- To work in partnership with pupils and their parents to ensure that they are involved in the decisions being made about provision.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (S.E.N.D)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Ref: Special educational needs and disability code of practice: 0 to 25 years Jan 2015

RECOGNISING LEARNING DIFFICULTY

Some pupils arrive at the school with a history of learning difficulties and may have already been assessed by an Educational Psychologist. Identification of additional needs can also occur as a result of screening when the pupil arrives at the school, or after concerns have been raised about the pupil's general level of achievement. We might suspect a learning difficulty when the progress of a pupil, as indicated by a consensus among those who have taught him or her, and supported by standardised tests, is well below what is expected.

Any concerns expressed by teachers are investigated by the Learning Support Department and if appropriate, pupils are assessed by our Specialist Teacher. When a pupil with SEND is not making progress, a statutory assessment may be deemed necessary, and this could result in the Local Authority putting in place an Education and Health Care Plan (EHCP). A separate policy document addresses the statutory duties of the school in relation to pupils with an EHCP.

At Ipswich School about 10% of pupils are identified with difficulties such as mild dyslexia, dyspraxia, ADHD and ASD.

Not all pupils who are performing below expectations have specific learning difficulties. For these pupils, it may be appropriate for them to be referred to the Learning Support Department for study support. There is also a Study Support Club available each day after school which is open to all pupils.

IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEND/LEARNING DIFFICULTIES

Early identification is sought, using evidence from the pupils' previous schools, the entrance exam and the School's medical questionnaire completed by parents. Once at the school, the pupil sits MidYIS tests, a dyslexia screener and a spelling test, all of which are administered in the Michaelmas Term to Year 7 pupils and again in Year 9 and Year 12 for any newcomers. The results of these tests are used in conjunction with teacher feedback and our monitoring tools to establish which pupils need intervention. Our in-house Specialist Teacher may formally assess any pupil that is a particular cause for concern, or we may refer the pupil to an outside agency if the issues cannot be resolved in school.

There is an ongoing process of monitoring performance through L&A grades, reports and teacher liaison. Heads of Section liaise with Heads of House and make referrals to the Head of Learning Support.

THE LEARNING SUPPORT PROCESS

- Once a pupil is identified as requiring intervention, the Learning Support Department contacts parents to discuss next steps, and to agree a time for the pupil to attend.
- When it has been agreed that a pupil is to attend Learning Support, a Record of Support is created which gives the background to the pupil's problems and states the targets for the pupil. This is maintained by the Learning Support Department. Teachers are informed when a pupil is receiving learning support, and if appropriate, Teacher Guidelines are produced and circulated to all teaching staff. At all stages, pupils have a voice and they and their parents are involved in decisions regarding provision and any targets which are set.
- Learning Support sessions take place in a room set aside and organised for this purpose. Pupils know the location and are responsible for remembering when they are scheduled to attend. Pupils attend for up to one hour a week either before or after school, at lunch times or during lesson time.
- The Head of Learning Support is responsible for co-ordinating the provision of support and the paperwork of the Record of Support, the Learning Support Register and Teacher Guidelines. It is the responsibility of the subject teachers to access Learning Support information and read the Teacher Guidelines if available. It is their job to respond to that information by differentiating their teaching, monitoring the pupils' progress and setting targets. If appropriate, the department works with the pupil's teachers to identify these targets and may attend lessons to assist in this process.
- As part of the Learning Support process, evidence is gathered to support applications for Exam Access Arrangements. For example, if there is evidence to suggest that a pupil is a slow worker and needs more time in order to finish timed tests, the Specialist Teacher/Head of Learning Support carries out assessments to establish the need for such an arrangement, as specified by the JCQ. Once a pupil is deemed to need an access arrangement, this is communicated to teachers through the Learning Support information, and it is the responsibility of the teacher to ensure that provision is made accordingly. For more information, please refer to the School's policies for internal and public examinations.
- The Head of Learning Support reviews pupils' progress with Heads of Section, Heads of House, tutors and subject teachers. As part of the assessment process, the Specialist Teacher may assess pupils, but if progress continues to be inadequate, the pupil may be referred to an outside agency. If progress is unsatisfactory and the needs of the pupil cannot be met by the School, we will discuss the way forward with parents. If it is felt necessary, the Head of Learning Support will contact the Local Authority to initiate an Education and Health Care Plan.

COMMUNICATION OF LEARNING SUPPORT INFORMATION

Learning Support information is maintained and communicated to all teachers by the Head of Learning Support. This takes the form of a register of all the pupils who have SEND, Learning Difficulties or who attend Learning Support for other reasons, and such pupils are

flagged on the electronic registers. In addition, teachers are supplied electronically with Teaching Guidelines for pupils with specific needs, and all information is available on iSAMS.

IMPLEMENTATION:

Learning Support is a whole-school issue and therefore all teachers are responsible for:

- accessing the Learning Support information that is provided and then using it to make appropriate provision for SEND pupils
- identifying pupils who are seriously under-achieving or who they suspect may have a learning difference and referring them to the Learning Support Department
- consulting the Learning Support Department to discuss the way forward for a pupil who has been identified as having difficulties
- setting targets and monitoring the progress of such pupils within subject areas
- differentiating for the range of abilities in the class, including those pupils with SEND
- providing evidence to the Learning Support Department in support of any application for examination access arrangements
- implementing agreed exam access arrangements in classroom assessments if practicable.

CRITERIA FOR MONITORING AND EVALUATING THE SUCCESS OF THE LEARNING SUPPORT POLICY

Pupils are closely monitored before being given Learning Support, and careful checks of their progress are made once they are receiving extra help. Indicators of success are that:

- the system for screening/identifying pupils needing intervention is working effectively
- the pupil's performance improves in line, or in advance of, that of other pupils in the school.
- staff are sufficiently supported and advised by the Learning Support Department to feel confident in helping the individual pupils to progress
- records are accurate, useful and up-to-date
- parents are well informed about their child's learning difficulty and are involved in the process of improvement
- the pupil is engaged and has a voice in the process
- teachers are aware of the learning support information and make reasonable adjustments in their lessons for pupils with SEND and learning difficulties
- exam access arrangements are made that are appropriate for a pupil's needs.

REVIEW

The Learning Support Policy will be reviewed annually by the Head of Learning Support in conjunction with the Deputy Head (Academic).

April 2020