



# 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 is committed to a whole-school approach to supporting each student according to their individual needs. Ipswich School works with regard to the SEND Code of Practice 2015 <https://www.gov.uk/government/publications/SENDd-code-of-practice-0-to-25> and The Equality Act 2010.

### POLICY OBJECTIVES

- To identify pupils who have additional learning needs (ALN) as early as possible
- To offer effective interventions to pupils who have been identified as having ALN
- To ensure that information about pupils' learning needs is communicated effectively and acted upon by teaching staff
- To make reasonable adjustments for SEND/ALN pupils, including exam Access Arrangements, if appropriate, in accordance with Exam Board regulations
- To use the School's assessment procedures for regular monitoring and appraisal of pupils' performance to measure progress
- 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.*

## **IDENTIFICATION OF PUPILS WITH SEND/ADDITIONAL LEARNING NEEDS**

Early identification is sought, using evidence from the pupil's previous schools, the online application form, the entrance exam and the medical questionnaire completed by parents prior to starting. We require full disclosure of a SEND or potential SEND from the family and current school in order that we can assess and respond fully to the needs of the child on entry to Ipswich School.

## **DISCLOSURE**

Parents will be required to provide the School with copies of the child's latest medical report, educational psychologist's report and any other information regarding the child's needs. If, following the offer of the place, it is discovered that the School has not received full disclosure of information relating to the child's needs and the School is not able to make reasonable adjustments for those needs, then the School may withdraw the offer of a place, or ask the parents to withdraw a child who is already a pupil.

## **RECOGNISING A LEARNING DIFFICULTY**

At Ipswich School about 10% of pupils are diagnosed with learning difficulties such as Dyslexia, Dyspraxia, Attention Deficit (Hyperactivity) Disorder and Autistic Spectrum Condition.

Some pupils arrive at the School with a history of learning difficulties and may have already been assessed by a Medical Consultant, an Educational Psychologist, Specialist Teacher or other specialist SEND professional.

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 by teachers about the pupil's general level of performance. 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. We respond to any concern by meeting with the student to hear their views then provide feedback to teachers when we offer any advice we feel is supportive in terms of immediate and long term intervention. We may also offer intervention to the student. This is all communicated to parents.

We do not carry out assessment screening for suspected learning difficulties/needs on the basis of specific requests from parents unless accompanied by feedback from teachers confirming a specific difficulty they have observed in the classroom. If we feel that there may be an underlying learning difficulty that requires further investigation we may signpost to specialists for further assessment. We actively monitor any student following any flag of concern.

Not all pupils who are performing below expectations have specific learning difficulties. For these pupils, alternative study skills provision may be made and/or pastoral support is put in place.

## **MONITORING PROCESSES**

Once at the school, all Y7 pupils sit a MidYIS baseline test and a literacy screener, both of which are administered in the Michaelmas Term. A MidYis test is also administered to all new Year 9 students; Year 12 students take an ALIS test. The results of these tests are used in conjunction with teacher feedback and the School's monitoring tools to establish which pupils need intervention. The Learning Support Department communicates regularly with teachers to seek feedback regarding any observations of additional learning needs in students.

## **FORMAL DIAGNOSIS OF A SEND**

We are not able to provide formal diagnostic assessments in School but we can help by providing observations of a child's behaviour/performance in the classroom and wider school environment to any outside specialist practitioners/assessors. We are happy to liaise with such specialists to assist in the gathering of background evidence to support any assessment.

- It is helpful for the School to be made aware before any diagnostic assessment takes place, in order that we can support the specialist practitioner by providing a school view
- A diagnosis acts to confirm the student's disability and provide information and suggestions of support to the individual, family, school and any other specialist practitioners. It may contain recommendations of Access Arrangements. Any such recommendations will only be considered by the School, when applying to the Exam Boards for Access Arrangements, if fully supported by classroom evidence which *describes the student's normal way of working* as per JCQ regulations
- The School has their own appointed assessors and cannot accept external reports to support applications for extra time
- Seeking a diagnosis is a personal decision made by a family. All decisions made around using medication as treatment in response to a diagnosis should be advised by a medical practitioner and disclosed to the school
- It is the expectation of the School that the family seeks any specialist support recommended in a diagnostic report that is considered to be beyond the reasonable adjustments/support set out/provided by the school.

## **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
- Teachers are informed when a pupil is receiving support and, if appropriate, Teacher Guidelines, written with input from the student, are produced and circulated to all relevant teaching staff
- Pupils are responsible for remembering when they are scheduled to attend their session, which are either before school, at lunch time or during lesson time if the student is in Year 9 or above. Lower School students do not miss academic lessons to attend learning support sessions
- The Head of Learning Support is responsible for coordinating the provision of the Learning Support Register and Teacher Guidelines. It is the responsibility of the subject teachers to

access and utilise such information. They should respond by differentiating their teaching, monitoring the pupils' progress and setting targets. If appropriate, the department works with the teachers to identify these targets and may attend lessons to assist in this process

- Some students may require exam Access Arrangements and we ensure that the appropriate evidence is gathered from teachers to support applications as advised and regulated by The Joint Council for Qualifications (The JCQ). The Learning Support Department, after gathering sufficient evidence of need based on a student's 'normal way of working', can carry out assessments. Once a pupil is deemed to need an Access Arrangement, this is communicated to teachers through the Learning Support Register, 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. 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, in rare cases, the Head of Learning Support may initiate the creation of an Education and Health Care Plan alongside parents. A separate policy document addresses the statutory duties of the School in relation to pupils with an EHCP.

## **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, ALN 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 and have a substantial and persistent difficulty or whom 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**

Careful checks of a student's 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 having been embedded as a student's 'normal way of working'

### **REVIEW**

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

Reviewed October 2023

*All policies referred to in this policy can be found in the Google Shared Drive - School Policies*