The Prebendal School

Learning Support Policy

This whole school policy also applies to the Early Years Foundation Stage

The Prebendal School has a whole school policy which aims to meet each child’s individual needs following the guidelines in The Code of Practice for SEN (DfES 2001), the Disability and Discrimination Act 2002. This has now been superseded by the SEN and Disability Code of Practice 2014 (SEND) although what defines the SEN child remains the same. “Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.” (Special Educational Needs Code of Practice, November 2001).

The new policy aims for a more co-ordinate assessment process to determine a child or young person’s needs across education, health and care, replacing statements of special needs with Education, Health and Care (EHC) plans. This means that the views of children and their families will be taken into account, enabling them to be part of the decision making process. The new SEND Code also aims for more collaboration with relevant partners in education, health and social care to provide support.

A child may have difficulties in the following areas:-

- Interaction and communication
- Cognition and learning
- Sensory or physical difficulties

Aims and Principles

- At The Prebendal School all children should encounter an environment of respect, encouragement and support, whatever their individual strengths, weaknesses and rates of development might be. Strategies of praise, reward and encouragement will promote self-esteem, confidence and good learning.
- A range of educational opportunities should be provided to meet the needs of all learners.
- All children should be able to achieve as well as possible for their ability.
- Pupils’ educational needs should be identified and assessed as early as possible although staff should be aware of the diversity in developmental stages.
- There must be good communication between class teachers and the Learning Support teachers about individual children. There must also be good partnership
with parents and sensitivity to their concerns about issues like assessment, withdrawal, class assignments and homework.

- There should be good communication with outside agencies: early years providers, educational psychologists, occupational therapists, family support services and also, later, with chosen secondary schools.

**Organisation**

In the role of SENCO, Miss Sutcliffe is employed by the school to oversee the learning support provision within the school. Children are withdrawn from the same lessons each week, usually English or Maths. This facilitates a more direct liaison with particular staff about specific areas of literacy or numeracy difficulty. Also, relevant aspects of the missed lessons can be covered.

There are no children with Statements of Educational Need at The Prebendal but the new SEND Code has already brought changes since its adoption in July 2014 and the school has been involved in the EHC process (and West Sussex educational psychologists).

The responsibilities of the SENCO are:

- Oversee the running of the provision for pupils with learning difficulties through IEPs and termly targets.
- Maintain the school’s Special Needs Register.
- Assess children about whom there are concerns.
- Disseminate information (from school and EP assessments) to the staff.
- Offer advice and support to staff on differentiation and the use of appropriate strategies/resources.
- Liaise with outside agencies and secondary schools.
- Help to support the children at examination time.
- Be available to discuss concerns with parents. Where appropriate, provide advice to them.
- Organise training for staff.

The responsibilities of the Learning Support Teacher are:

- To liaise with staff, parents and any other agencies.
- To write Individual Education Plans for the children she teaches.
- To write reports twice yearly on these children.
- To help the children plan personal targets.
- To contribute to school records on the computer.

**Communication**

There is much informal discussion of children who have difficulties, often on a day to day basis. This is always the most productive form of communication and usually leads to some kind of direct action.

Individual children are also discussed at weekly staff meetings.

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SEN D targets. These are devised by the pupils, the SENCO and the Learning Support Assistant with contributions from the subject teachers. These are pasted into the children’s organisers so that they can be seen by their form tutors and their parents. All teachers have copies which can be pasted into their planning books. These have been set and reviewed twice yearly but it will now be termly.

• Children who see the Learning Support Teacher have IEPs which are reviewed twice yearly. These contain her work programmes and targets.
• Both the IEPs and termly targets are on the shared drive.
• Not all children on the register will have the above every year. If progress is being made, it may be thought wise to take the focus off particular children, whilst keeping them on the register so that all are aware of underlying difficulties.

Identifying and assessing the child who has learning difficulties. In the new SEND code these are referred to as Waves 1, 2 and 3

CONCERN
• Identification of need by the teachers.
• Discussion with parents.
• The completion of a “Concerns” form noting the child's strengths and weaknesses.
• Discussion with all staff who are asked to monitor progress and set realistic targets.
• At this stage subject teachers support the child. The Learning Support Assistant may not always be involved.
• Evidence continues to be collected from books, tests or exams. Parents may be consulted again. Is the child achieving through the targets set in class?
• Feedback in a staff meeting. Agreement to assess the child, with parents’ permission. (Parents are usually happy to talk to the child about this and prepare them for the forthcoming assessment.)

WHAT HAPPENS NEXT
• The child is assessed using some or all the material mentioned below. Added to this will be extracts from the child’s exercise books, parents’ contributions, teacher’s opinions and the child’s self-evaluation. A full picture of the child should then emerge.
• A meeting with parents to discuss the report and plan a way forward.
• Feedback to staff
• Inclusion of the child on the SEND register.
• Because the school has small classes, children can receive a great deal of individual attention from class teachers. Some parents opt for lessons from the Learning Support Teacher whilst others are happy for the LSA to support in class.
• There may be a decision to involve other agencies like Child and Mental Health Services, Optometrists, Occupational Therapists, Speech Therapists or
Educational Psychologists. These decisions can be made within the school process or parents might take the decision independently.

- Some children at the Early Years Foundation Stage may start school with existing assessments of learning difficulty. These children are placed on the register and action plans written for them. At this stage there is access to the First Team (West Sussex County Council) and this team gives us support and advice.
- Any outside agency reports are summarised by the SENCO and any advice passed on to staff.

**Monitoring the progress of the child who has learning difficulties**

This is done, as appropriate, in the following ways:
- Reviewing the child’s targets. Have they been achieved?
- Is the child improving in test scores?
- Is the child doing better in examinations?
- Are the teachers’ comments about effort and achievement more positive?
- Does the child feel happier about his/her progress?
- What differences are parents seeing at home?

**Assessment**
- NFER tests
- School examinations
- Teacher assessments
- Suffolk reading scores
- VR and NVR tests
- Spar Spelling Test
- Neale Reading Test
- Ravens Progressive Matrices
- Crichton Vocabulary Scale
- Aston Index

**Date of Last Review:** November 2018