



THE DOWNS

MALVERN COLLEGE PREPARATORY SCHOOL

Learning Support

Policy Statement

This school provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

At the school, we are committed to offering an inclusive and differentiated curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

'Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age' (Section 156 Education Act)

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 that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area'
- c) 'are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.'

(SEN Code of Practice 2002)

Aims

The specific objectives of our Learning Support policy are as follows:

- to identify pupils with special educational needs and ensure that their needs are met
- to enable all children to have full access to all elements of the school curriculum
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to support and advise staff in their roles and responsibilities to those pupils with additional needs
- to promote effective partnership and involve outside agencies when appropriate
- to maintain a register of all pupils requiring monitoring/support
- to encourage and support staff in recognising their roles and responsibilities regarding pupils with additional needs

Staff

The Head of Learning Support is Mrs.Sue Lupton. A member of the Governing Body, Mr.Adrian Silcock, takes a special interest in SEN, but the Governing Body as a whole is responsible for making provision for pupils with special educational needs. The learning support department is staffed by a number of part-time specialist teachers.

Identification and Assessment of special educational needs

The school is committed to early identification of special educational needs and informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The school adopts a graduated response to meeting special educational needs in line with the Code of Practice 2002. A range of evidence is collected through the usual classroom assessment and monitoring arrangements: if this suggests that



THE DOWNS MALVERN COLLEGE PREPARATORY SCHOOL

the learner is not making the expected progress, the class teacher consults with the Head of Learning Support (Notice of Concern), in order to decide whether additional and/or other provision is necessary or further informal monitoring or assessments. This is referred to as **School Action**. This is decided in consultation with the Headmaster (HM), Head of Learning Support and the parents. (**Appendix A** Triggers for School Action). Arrangements for individual learning support sessions are made between learning support staff and parents, including acceptance of an additional charge. In consultation with HM, learning support staff, subject staff and parents, pupils are withdrawn from appropriate sessions, in order to receive specialist support.

Learning support may be in the form of in-class support, specialist 1-1 tuition or specialist group work (for example Y7/8 study skills).

Where appropriate, after consultation with parents and staff, support is offered in the exam situation, in the form of reader, scribe or extra time.

If special exam arrangements are deemed necessary at public examinations (Common Entrance), this is discussed with the relevant Senior School, using evidence from recent Educational Psychologist recommendations as well as Learning Support dept. recommendations.

In some cases, an alternative means of identifying needs in addition to existing methods is through the CAF (Common Assessment Framework), for which the person responsible will be the Safeguarding Officer responsible for Child Protection in the school.

Learning Support Lessons

The main objectives of these are:

- To provide the best possible educational and pastoral support for pupils with SEN
- To identify a pupil's preferred learning style with relevance to independent and class learning
- To encourage pupils to become independent learners
- To develop skills and strategies in reading, writing, spelling, language and communication, listening, numeracy, study skills and personal organisation to access fully the curriculum
- To provide a secure base to enhance self esteem and independence so that pupils with SEN can approach their schoolwork and socialising with growing confidence
- To provide qualified, specialist teachers who will work at the pace, style and level appropriate to the individual pupil, based on the results of diagnostic tests, continuous assessment, teacher consultation and parent input
- To set short-term targets, based on the Individual Education Plan (IEP), which is reviewed twice a year
- To identify teaching strategies which can be recommended to subject teachers
- Learning support lessons take place during the school day. Timetable and staffing constraints are a consideration. Withdrawal is from lessons or breaks, decided according to each individual. Occasionally, this will include timetabling in a Latin or additional language 'slot'.

Individual Education Plans

Provision/action that is additional to or different from that available to all, is recorded in an IEP (Individual Education Plan). This is written by the learning support teachers but always in consultation with pupils, parents, carers and teachers. It may also involve consultation and advice from external agencies.

The IEP details:

- child's strengths and weaknesses
- relevant in-school or E.P assessment scores
- targets set for (and, if appropriate, with) the child
- points for class teachers/classroom strategies
- review of previous IEP



THE DOWNS MALVERN COLLEGE PREPARATORY SCHOOL

The IEP is reviewed every six months and the outcomes recorded. Pupils participate in this process according to their age and abilities. Parents/carers are invited to participate in the target-setting and review process. The IEP is sent to parents and can be discussed individually or at a more formal parents' evening.

Subject to monitoring, a pupil may continue Learning Support whilst at the school or may be gradually expected to need less support. Decisions would be made on the basis of Learning Support staff and teacher advice, parental wishes and consultation with senior staff.

Further Action

If the school has evidence that a pupil is making insufficient progress, despite significant support and intervention at **School Action**, we may suggest that parents seek further advice from outside professionals, such as Educational Psychologist, Optometrist, Speech & Language Therapist etc. This is referred to as **School Action Plus**. If necessary, these professionals might be consulted again for further advice. (**Appendix B** Triggers for School Action Plus.)

Appendix A. Triggers for School Action:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

Appendix B. Triggers for School Action Plus:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication and/or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

SL February 2009