



Lanesborough
Preparatory School

LEARNING SUPPORT POLICY

AIMS

This policy applies to all sections of Lanesborough School, including EYFS
Through its Learning Support policy Lanesborough School aims to:

- Support and assist in the application of a whole school policy to meet each pupil's individual needs, following the guidelines of The Special Educational Needs and Disability (SEND) Code of Practice (2014) and The Equality Act (2010), while recognising that the school's limited Learning Support facilities may preclude an appropriate education for those pupils who require intensive Learning Support provision.
- Make reasonable adjustments to remove barriers to learning and ensure that no pupil is discriminated against, in any area of school life, on the basis of his learning needs.
- Identify, support and rigorously track the progress of any pupil who may have additional learning needs. Thus ensuring that the provision for children with learning needs is the responsibility of all practitioners. *'All teachers are teachers of pupils with special educational needs. Teaching such pupils is therefore a whole school responsibility, requiring a whole school response'* – Code of Practice 2014
- Ensure that each member of the school staff, including peripatetic clubs and music staff, is informed about each of these pupil's needs so that such needs may be met in all school settings.
- Support staff with their planning and assessment for learning so that individual needs can be met in the classroom through a suitably differentiated curriculum. Thus maintaining the high academic standard expected of all pupils at Lanesborough.
- Ensure constant evaluation of the impact of additional provision and support.
- Monitor progress through regular reviews. Partnership with parents and pupils plays a key role in enabling progress, by maintaining on-going, open and supportive relations.
- Provide a graduated response to intervention according to the pupil's level of need.
- Work in partnership with parents, pupils and outside agencies when considering assessment or in the setting of targets to be included in an Individual Education Plan (IEP), Individual Monitoring Plan (IMP), or Individual Support Plan (ISP) in the EYFS.
- Ensure that pupil's records include information relevant to their individual needs, the assessments which have taken place, interventions which have been provided and their outcomes.

PROVISION

The Range of Intervention:

- Pupils who have additional learning needs must be brought to the school's attention during the admission process, with a diagnosis and/or details of need outlined. Current specialist reports will be required as part of the entry process. The school will then explore whether the needs can be met with reasonable adjustment and whether the pupil will be able to succeed and thrive given the high academic expectations within the school.
- A Learning Support register is maintained, updated and circulated each term. A summary of specialist assessments is circulated at the start of the school year and added to following the assessment of a pupil.
- Pupils' progress is monitored by the class or subject teacher as per year group and departmental monitoring procedures. Having carefully considered his ability level, if his rate of progress is less than expected, reasonable adjustments in the classroom will be made. The Learning Support department may be consulted at this stage using the Sharepoint home page referral form. Pupils are raised for consideration in regular staff meetings. A checklist of identifying Learning Concerns is established in Pre-Prep to track the journey of the child's intervention throughout their time with us.
- If progress is still less than expected, the class or subject teacher will liaise with the Head of Learning Support. The Head of Learning Support will then discuss possible assessment or intervention with the class or subject teacher. In Pre-Prep the Key Stage Coordinators oversee the provision of support with the Head of Learning Support.
- After consultation with parents, the gathering of information from school and home and any assessments deemed necessary, a decision is made on the necessity to draw up targets and implement an IEP, IMP or ISP in EYFS. Provision is directed by the Head of Learning Support. Advice may be sought from external agencies.
- In the event of a boy meeting the Local Education Authority (LEA) criteria for the issue of an Education and Health Care Plan (EHCP), the process will be set in motion. In the EYFS there is a link with Surrey County Council's 'Early Help' partnership. Through this the school can access Early Help Co-ordination Hubs (EHCHs) who can help with decisions about next steps for children identified as having SEN.

Monitoring of Learning Support policy and provision

The success of Lanesborough School's Learning Support Policy and provision is evaluated through:

- Monitoring of classroom practice by Head of Learning Support, class teachers in Pre-Prep
- Analysis of pupil tracking data, INCAS and test results with the Head of Pupil Progress and staff
- Monitoring of procedures and practice by senior management
- The School Development Plan

ASSESSMENT

The Head of Learning Support holds the necessary qualifications to carry out a range of specialist assessments in order to ascertain a pupil's learning profile. All assessment materials used within the department are of recent standardisation and are esteemed

within academic and specialist teaching fields. The Head of Learning Support may identify tendencies of Specific Learning Difficulties (dyslexia). Recommendation will then be made for parents to seek private assessment and guidance from an Educational Psychologist. Other professionals (Occupational Therapists, Speech and Language Therapists, Paediatricians, Sensory Support Staff, Clinical Psychologists) may be privately involved depending on the type and extent of a learning need.

IMPs, ISPs, IEPs

- IMPs and IEPs are used to plan interventions for pupils receiving Learning Support withdrawal. (ISPs are used for EYFS)
- IMPs, ISPs and IEPs include information about the short term target set; the strategies to be used; the provision to be put in place; the target review date; and the outcomes of the review.
- IMPs, ISPs and IEPs are reviewed at least yearly, either formally in a meeting or informally.
- Parents are provided with a review of targets and an updated support plan.
- A progress record is kept of half-yearly assessments for reading and spelling if literacy targets are involved in the IEP. This may be supported with assessments of working memory, processing, handwriting, numeracy and cognitive skills.

Timetabling

Across the school, pupils may be withdrawn from lessons once a week for individual support. It is the aim of the department to provide in class support in some Set 3 Mathematics lessons in the Prep department. In this way, pupils with numerical difficulties can be supported in class or withdrawn on an individual or group basis under the guidance of the Head of Learning Support, Learning Support Assistants and the class teacher. In-class support may be offered through a Learning Support Assistant in any subject where it is deemed necessary. Staff are welcome to discuss the need for support in any lesson. If a boy is deemed to be making less than expected progress in all areas a decision may be made, after consultation with staff and parents, to drop a language. These pupils are then tutored individually or in small groups by the Learning Support team.

Exam procedures

Extra time is allowed for examinations if a pupil obtains a standardised score of below 85 in a recognised assessment battery, completed within two years of the exam period. The following scores are taken into account: reading speed, writing speed, working memory and processing speed. If the pupil does not score below 85, two scores ranging from 85-89 may lead to the awarding of extra time. Appropriate arrangements are made for pupils with particular difficulties, such as ADHD, ASD or hearing impairment, according to individual need. In public examinations the official guidelines are followed. Future schools are contacted to discuss the allocation of extra time and any relevant adaptations in Common Entrance and Senior school entrance exams, as part of the transition process. The school recognises that for some students, a laptop may be the most appropriate method of working. Students are allowed to use a laptop only after they have been subject to the school's internal assessment procedure. In all circumstances, the use of a laptop will only be allowed when appropriate training has been undertaken and a typing contract has been adhered to. SPAG features are disabled during examinations. Details can be found in the ICT-SEN laptop policy.

External Agencies

The school maintains a list of outside agencies where parents may take their sons for assessment which is not available in school. Some Educational Psychologists may request to visit the school to observe pupils prior to assessment and to discuss findings. Representatives from the LEA will visit regularly to liaise with staff with regard to pupils with a EHCP. Reviews of their progress are held termly in addition to the Annual Review.

The EYFS Profiling

The Government's Early Learning Goals sets out what most pupils will have achieved by the end of Shell (Reception). Pupils will progress at different rates during the foundation stage. The profile of each child is monitored carefully. Where a child appears not to be making adequate progress, the class teacher and Key Stage Coordinator will liaise with the Head of Learning Support and the parents, to implement the use of alternative approaches to learning. In some cases, the Head of Learning Support will liaise with the Key Stage Coordinators, the class teacher, and parents to draw up an Individual Monitoring Plan (IMP) or Individual Support Plan (ISP). This will aim to highlight short-term targets for the child, the nature of the intervention, and the use of any particular resources and home support. The document will also detail when reviews are scheduled and identify any necessary involvement from outside agencies. Copies of ISPs will be given to the parents, as well as kept on record by the child's teacher, Key Stage Coordinators and Head of Learning Support. By the end of Shell, some pupils may still be working towards the goals. The transition to KS1 curriculum will require differentiated learning opportunities to help those pupils progress. The Head of Learning Support and the Key Stage Coordinators effectively co-ordinate the transfer of support into KS1.

IV STAFF

One full time Head of Learning Support – Miss Laura Wilson (BA, PGCE, MA Special and Inclusive Education, ATS British Dyslexia Association).

One part time Learning Support Assistant provides twenty one hours of in-class support/withdrawal in the Prep department.

One part time Learning Support Teacher provides eighteen hours of in-class support in the Prep department.

One part time Learning Support Assistant provides twenty one hours of in-class support/withdrawal in the Prep department.

One part time Learning Support Assistant provides two hours of 1:1 Learning Support in the Pre-Prep department.

Whilst not within the Learning Support department, Key Stage Coordinators work closely with the Head of Learning Support to co-ordinate provision for EYFS pupils. Teaching Assistants also offer support to the boys at Pre-Prep.

Responsibilities of the team

The Learning Support Department aims to:

- Take part in the admissions assessment process and advises on the suitability of the school for pupils who may have additional learning needs.

- Ensure that suitable examination and admissions assessment arrangements are made for pupils who need them.
- Support classroom teachers to set high expectations and cater for diverse learning needs.
- Help classroom teachers in their roles and responsibilities to identify and provide effective provision for pupils needing support through reasonable adjustments in the classroom.
- Recognise that regular communication between school and home is an integral part to effective provision.
- Provide specialist assessment and teaching to pupils in response to needs identified.
- Set targets for IMPs, IEPs or ISPs together with staff, parents, pupils and outside agencies and reviews these yearly.
- Liaise with parents to refer pupils to outside agencies and plans and implements interventions following advice.
- Maintain Learning Support records and provides information on all pupils with additional learning needs to members of staff who may be involved with them.
- Organise a programme of INSET on current SEND policies and teaching strategies in conjunction with staff and outside agencies.

RESOURCES

The department employs well-esteemed, systematic and highly structured resources for the support of literacy and numeracy. These include multisensory methods, published phonics programmes, learning games, computer software and materials for the kinaesthetic learner. Resources for social skills, speech and language development and gross/fine motor skills are also available.

CONCLUSION

This document should be read in conjunction with the Disability Policy, Equal opportunities Policy, More Able and Gifted and Talented Policy, EYFS Policy and Accessibility Plan, ICT-SEN Laptop Policy and the school's Values policy.

This policy was updated by Laura Wilson in September 2020. It will be reviewed September 2021.