



## St Paul's Juniors

### Learning Support Policy

Author/reviewer responsible:	Head of Learning Support	Date of last review:	06/24
Reviewed by:	SPJ SLT	Date of authorisation:	08/24
Authorised by resolution of:	EdComm	Date of next review:	06/25
Applicable:	SPJ		

**This policy is available on the Handbook page of the School Intranet and can be made available in large print or other accessible format if required; such requests can be made by email to: [policyquery@stpaulsschool.org.uk](mailto:policyquery@stpaulsschool.org.uk)**

## Contents

1.	Introduction: Principles and Aims of Learning Support.....	4
1.1.	Learning Support Overview.....	4
1.2.	Definitions (SEND Code of Practice, 0-25, Jan 2015).....	5
1.3.	Admission Arrangements .....	5
1.4.	Roles and Responsibilities .....	6
1.4.1.	Governors:.....	6
1.4.2.	SLT: .....	6
1.4.3.	Head of Learning Support (HLS): .....	6
1.4.4.	Heads of Departments: .....	7
1.4.5.	Form Tutors:.....	7
1.4.6.	Teachers:.....	7
1.5.	Staff in the Learning Support Department.....	8
1.5.1.	Head of Learning Support .....	8
1.5.2.	Learning Support Teacher .....	8
2.	Support in Practice.....	8
2.1.	The 'Graduated Approach' to Providing Support to Pupils identified with LS needs .....	8
2.2.	Identification and Assessment .....	9
2.3.	Referral of pupils to the Head of Learning Support .....	9
2.4.	Plan .....	10
2.5.	Implementation.....	10
2.6.	Review of pupils receiving Learning Support .....	10
2.7.	The Learning Support List on iSAMS.....	10
2.8.	Educational Psychologist Reports .....	11
2.9.	Safeguarding pupils with Learning Support Needs .....	11
2.10.	Extra time and computer allowances in examinations .....	11
2.11.	Use of electronic devices and other specialist equipment for learning support in lessons.....	12
2.12.	Individual Pupil Profiles .....	12
2.13.	English as an Additional Language .....	12
2.14.	Education, Health and Care Plans (EHCPs) .....	12
2.15.	Learning Support Register .....	13
2.16.	Staff Training .....	13
2.17.	Remote Learning Provision .....	13
3.	Management and Review .....	13

3.1.	Storing Information .....	13
3.2.	Evaluating the Effectiveness of Learning Support at School .....	13
3.3.	Links with Other Bodies, Professionals and Educational Establishments .....	14
3.4.	Reviewing the Policy.....	14
	Appendix A - Referral Procedure .....	14
	Appendix A - Referral Information & Form .....	15
	Appendix B (Continued) Referral Form .....	16

## **1. Introduction: Principles and Aims of Learning Support**

As an academically selective school, we welcome all pupils who can make the most of the opportunities that we offer and can flourish in the caring environment of St Paul's Juniors. The School values every pupil as an individual, irrespective of any special educational need, learning difficulty or disability. The aims of the Learning Support department are as follows:

- To ensure early identification of pupils with any form of special educational need (SEND)/learning difficulty or disability (LDD);
- To support the individual needs of all pupils at St Paul's Juniors who have been identified as requiring special help;
- To ensure that members of staff are aware of the needs of every pupil in their care;
- To ensure that there is support for teachers to meet the learning requirements of these pupils and that appropriate resources and training are provided;
- To involve pupils in the planning of their learning support programme;
- To communicate fully with parents at all times, recognising the importance of working in partnership;
- To enhance the self-esteem of pupils with SEND/LDD, to develop their engagement in and enjoyment of their studies and to enable them to achieve their full potential;
- To ensure that no pupil is discriminated against in any area of school life on the basis of his learning difficulties or disabilities;
- In accordance with the St Paul's Juniors Anti-Bullying Policy, to be aware that pupils with SEND/LDD are more likely to be victims of bullying or abuse.

### **1.1. Learning Support Overview**

Learning support from the teaching staff at St Paul's exists to assist pupils at the school to fulfil their academic potential, whether they are our most gifted, or need extra support, and whether or not they have a specific learning difficulty or disability. Learning support is available to all pupils when they need it: it may be short-term for pupils who need some extra guidance but don't have a formally identified specific learning difficulty, for example, as a result of absence from School or difficulty with a particular subject, or longer term for pupils with formally identified specific learning difficulties. The Learning Support Department works to help both pupils and teachers reach this goal.

The majority of pupils who arrive at SPJ with existing formal identification (diagnosis) have at least one 'mild' specific learning difficulty. Subject teachers will be able to meet these individual needs within the classroom through high quality teaching. Some pupils may, however, require a number of 1:1 support lessons to boost them and set them back on track to reach their full potential within lessons. Where the pupil's lack of progress within lessons requires support for over a year, they could be designated as having a significant learning difficulty and could be considered as having Special Educational Needs (SEN). In severe cases, this SEN will fulfil the Equality Act (2010)'s definition of a 'disability' and they will be added to the school's SEND list on iSAMS. Approximately 5% of pupils have a diagnosis of a mild Specific Learning Difficulty; fewer than 1% of pupils have an Educational Health and Care Plan (EHCP).

Specific objectives for the provision of learning support in this policy are:

- Identify, assess and plan provision to meet individual learning needs and well-being of pupils experiencing difficulties in their learning;
- Monitor, record and report on progress of pupils with learning difficulties;
- Coordinate the efficient use of resources and support the efforts of staff to meet more effectively the needs of pupils with learning difficulties;
- Promote access to a balanced and broadly based curriculum;
- Develop opportunities for partnership with parents to support pupils with SEND to make a successful transition into becoming an adult and into higher education;
- Establish effective working arrangements with appropriate external agencies, experts and the wider community.

### **1.2. Definitions (SEND Code of Practice, 0-25, Jan 2015)**

In accordance with the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) 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 significantly greater difficulty in learning than the majority of others of the same age at the School, 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.

Four areas of need can be identified:

- cognition and learning needs, including specific learning difficulties such as dyslexia or dyspraxia;
- behavioural, emotional and social development needs such as ADHD;

### **1.3. Admission Arrangements**

Details for admissions, including the requirements to declare SEND needs and other terms and conditions, are given in our Admissions Policy. In order to be offered a place, pupils must have met the required standards in the School's entrance examinations. The School will make 'reasonable adjustments' (Equality Act 2010) for pupils recognised as having a SEND need.

We advise prospective parents to inform us of any special arrangements that may be required for their child during our entrance examinations and/or interviews so that appropriate provision can be made. A copy of an educational psychologist's report or a medical report must be provided to support a request for special arrangements.

Parents of pupils joining the School are invited to meet the Head of Learning Support at the new parents' evenings and are asked to inform us of any history of learning support for their son, to discuss any learning difficulties or disabilities that may have been identified or suspected, and to supply any relevant reports.

This policy describes the procedures and systems established in order to provide an inclusive education for pupils at St Paul's Juniors with special educational needs.

- communication and interaction needs, including autistic spectrum condition;
- sensory and/or physical needs, including visual or hearing impairment.

At St Paul's Juniors, pupils identified as having a requirement for learning support can fall into three categories:

- Those who have specific or general difficulties in one or more areas of the curriculum. This includes pupils who have been diagnosed with dyslexia, dyspraxia, autistic spectrum condition and attention deficit disorder/attention deficit and hyperactive disorder (both attentive and inattentive).
- Those with visual, auditory or physical impairments which affect their capacity to learn.
- Pupils suffering emotional or psychological difficulties, or presenting with specific behaviour problems. These pupils are supported through the pastoral system and occasionally through the School Counsellor. Nevertheless, the specific needs identified in the categories above are frequently associated with (and may indeed generate) emotional and behavioural problems.

#### **1.4. Roles and Responsibilities**

##### **1.4.1. Governors:**

- To ensure that the SLT is discharging its duties and supporting HoDs and teaching staff to fulfil theirs, e.g. by providing adequate resourcing and INSET for teachers in SEND teaching and support of pupils. The Governing Body Committee specifically responsible for Learning Support is the Education Committee. They should regularly review and evaluate the breadth and impact of the support that the School provides and which the pupils access.

##### **1.4.2. SLT:**

- To apply a whole-school approach to meet individual pupil needs with reference to both the guidelines provided by the SEN and Disability Code of Practice, 0-25 years, January 2015 (SEND Code 2015), Children and Families Act 2014 and the Equality Act 2010;
- to ensure that no pupil is discriminated against in any area of school life on the basis of their disability needs or learning difficulty;
- to consult the HLS on decisions that will have a direct effect on pupils with SEND needs prior to final decision-making to ensure that there is support for teachers to meet the learning needs of these pupils and that appropriate resources and INSET are available.

##### **1.4.3. Head of Learning Support (HLS):**

- To keep abreast of legislation and statutory guidance, and to ensure that St Paul's Juniors provision and policies are up to date;
- to oversee the day-to-day operation of the School's Learning Support Policy;
- to line manage the Learning Support specialist teacher;
- to give one-to-one support lessons for those pupils with formally identified specific learning difficulties who need them;
- to liaise with, advise and train colleagues;

- To liaise with Form Tutors/HoDs/subject teachers about pupils who are failing to make expected progress in one or more subjects;
- to coordinate available provision for pupils with Specific Learning Difficulties and/or SEND;
- to review and maintain the records of all pupils with Specific Learning Difficulties and/or SEND;
- to recommend to parents where appropriate further formal assessment of their child, e.g. by the in-house assessor, or, where necessary, full diagnostic assessments (formal identification) conducted by external assessors who have an established relationship with the School, particularly in the case where a pupil has not previously undergone formal diagnostic assessment, is advisable. A list of assessors who have a pre-established relationship with the School is available from the HLS;
- to liaise with external agencies;
- to contribute to INSET
- to oversee and take responsibility for internal exam access arrangements and reasonable adjustments according to the needs of a pupil

#### **1.4.4. Heads of Departments:**

- To provide guidance to subject teachers where the teacher has concerns about a pupil's lack of progress;
- To assess with the teacher the areas of concern and what measures should be implemented to help meet a pupil's individual learning needed to help them to make expected progress;
- To raise concerns in accordance with the Referral Procedure (see Appendix A) where a pupil is not making expected progress.

#### **1.4.5. Form Tutors:**

- To keep themselves familiar with the individual learning needs of pupils within their tutor group by consulting records maintained in iSAMS;
- To follow the Referral Procedure (see Appendix A) where there are concerns about a tutee.
- to keep parents informed of measures that have been taken by teachers/HoDs and any measures, e.g. 1:1 Learning Support sessions that the HLS might have already offered in the short term;
- where parents/carers raise concerns about their child having possible specific learning difficulties, to put parents in contact with the HLS.
- to read Learning Support reports on their tutees already on the LS List and alert the Learning Support Department if there appear to be new concerns emerging.
- to read tutee's subject reports/grades reports (tutees not already on the LS List) and alert the Learning Support Department if there appear to be emerging issues/evidence of a SEND and/or for the need for exam concessions.

#### **1.4.6. Teachers:**

- To familiarise themselves with the individual learning needs of pupils within their class by checking on iSAMS for notes inputted by the HLS or LS teacher on the Learning Support List and any exams concessions (Exam Concessions List);

- to discuss a pupil's needs with the HLS, and pupil's Form Tutor where they require further guidance; and to liaise with HLS on an ongoing basis as necessary to supporting progress in their subject, whilst the pupil is receiving learning support;
- to monitor the progress of pupils on the Learning Support register and to adapt teaching methods where reasonable and practical to help a pupil to make at least expected progress in the subject;
- To follow the Referral Procedure (see Appendix A) where there are concerns about a pupil;
- to produce internal reports for pupils in their classes who are on the LS List when required to do so

## **1.5. Staff in the Learning Support Department**

### **1.5.1. Head of Learning Support**

The School has a Head of Learning Support (HLS), who works at St Paul's Juniors for four days a week. She teaches pupils both on an individual basis and in groups, and aims to rotate lessons around the pupils' timetables and other commitments in order to cause the minimum of disruption. If a pupil fails to turn up for a lesson, the HLS will email the class teacher and in addition, will go to the appropriate classroom and prompt the individual. A follow up email is sent to the Form Tutor alerting them to the fact that a pupil has missed a lesson. Learning Support lessons take place in a dedicated classroom. No extra charge is made for learning support lessons at St Paul's Juniors.

### **1.5.2. Learning Support Teacher**

The Learning Support Teacher supports the educational and social development of pupils under the guidance of the HLS. This includes providing tailored support to pupils with Education, Health, and Care Plans (EHCPs) as needed. They contribute to the implementation and monitoring of support programmes, including participation in annual reviews. The Learning Support Teacher offers intervention support to ensure all pupils can fully engage with the curriculum and activities, collaborating with the department to create alternative resources that facilitate curriculum access.

## **2. Support in Practice**

### **2.1. The 'Graduated Approach' to Providing Support to Pupils identified with LS needs**

The SEND Code of Practice requires that every maintained school 'identify and address the SEN of pupils they support' (p.92) and that 'the identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils' (p. 93). Further: '(6.17) Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress compared to other pupils at the School, given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.'



‘The first response to such progress should be high quality teaching targeted to their areas of weakness.’ (p. 95) ‘Graduated support’ for learning difficulties and/or SEN pupils at St Paul’s is thus provided in the first instance by sensitive and appropriately differentiated subject teaching in lessons, where teachers plan to meet the individual needs of pupils.

## **2.2. Identification and Assessment**

The SEND Code 2015 and Equality Act 2010 give statutory guidance on identifying SEN in schools. The system for assessing learning support requirements at St Paul’s Juniors has been developed both in accordance with the statutory guidance and in response to the particular context of the School. The School does its best to identify all cases of special educational need, but cannot guarantee to do so.

During the Autumn Term, all pupils in the First Years, the Second Years are assessed using Cambridge Primary Insights, and Lower Thirds are assessed using MiDYIS. Following this, where relevant, pupils are screened by the HLS to test for dyslexia/dyspraxia type indicators. The HLS, Deputy Head Academic, all Heads of Years and relevant teachers analyse the results. The HLS supports pupils identified as having an SEND.

During the Autumn Term, the HLS conducts further screening with all boys joining at 11+ from external schools which assists in the identification of any further support, including access arrangements and colour blindness.

During the Autumn Term, all new pupils in the First Years and the Second Years are assessed for colour blindness.

After every grades session, the Progress & Attainment Committee, reviews the results of all pupils. After the summer examinations, the Progress & Attainment Committee reviews the results of all pupils. The SPS Deputy Head Academic and Director of Admissions are invited to grades and examination meetings, and information on Upper Third pupils transferring to the Seniors is shared with the Fourth Form Undermaster. A plan of action is implemented for pupils causing concern.

Assessment and external reports are shared with the SPS Head of Learning Support which details needs of pupils and any further learning support which they have been receiving at SPJ.

## **2.3. Referral of pupils to the Head of Learning Support**

All members of staff share responsibility for the identification of learning difficulties and disabilities in the pupils in their care. Some initial departmental support is available for pupils either in the form of small group or one-to-one assistance. In the First Years, pupils are supported by one of two teaching assistants. Further up the School, pupils may attend weekly groups such as Maths Clinic or Handwriting Club. Subject teachers should refer pupils who are continuing to cause concern to relevant Heads of Department, who will then discuss individual cases directly with the HLS.

All members of staff should follow the Referral Procedure which is outlined in Appendix A.

Form Tutors should refer cases to the Head of First Years, Head of Second Years and Head of Third Years, who will then liaise with the HLS. In all cases, before the HLS is involved, an online referral form (see

Appendix B) should be completed and the Head of Department (academic or pastoral) should be consulted. Parents should be encouraged to speak to Form Tutors or subject teachers in the first instance. In every case, the HLS is responsible for making an assessment and for deciding whether or not the child needs help from the Learning Support Department. The HLS liaises with subject teachers, Heads of Department, Form Tutors and members of the Senior Leadership Team as appropriate. If a child requires Learning Support, the HLS liaises with parents regarding the level of provision. Parents are consulted before a pupil receives Learning Support.

#### **2.4. Plan**

Where it is decided to provide a pupil with specialist 1:1 teaching from the LS Department, parents are formally notified. We will inform the pupil's subject teachers of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the LS section on iSAMS.

#### **2.5. Implementation**

The subject teacher remains responsible for working with the pupil in that subject on a daily basis. Where the interventions involve group or scheduled one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil in their subject. They work closely with specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The HLS supports the subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. The Form Tutor maintains an overview of the pupil across the subjects.

#### **2.6. Review of pupils receiving Learning Support**

After the initial parent consultation, parents are kept informed of their son's progress through regular meetings, email and telephone contact. The HLS conducts weekly minuted meetings with the Heads of Years (HoYs) to monitor & review progress of those pupils receiving LS. Subject teachers are kept informed of progress through regular discussion with the HLS. The impact and quality of the support and interventions are evaluated, along with the views of the pupil. This is ascertained in a variety of ways: a focused pupil interview taken as required, takes place with the respective LS teacher, to discuss targets and review the intervention. We track the progress of SEND learners, in line with the school's reporting cycle, to ensure that pupils are meeting targets set for their personal development and/or academic subjects. At the end of the academic year, there is an internal review of the pupils who will require further intervention for the following term. Minutes of these meetings are stored electronically.

#### **2.7. The Learning Support List on iSAMS**

Up to date information on any pupil receiving learning support is kept on iSAMS under SPJ Home, SEN list. Pupils are given a star to indicate the nature of their particular need:

<b>Star</b>	<b>Definition</b>
<b>BLUE</b>	"Monitoring without formal diagnosis" <i>Has been seen at some point</i>
<b>GREY</b>	"Monitoring with formal diagnosis" <i>Has some sort of report e.g: colour blind/OT/hearing but does not receive LS</i>

<b>YELLOW</b>	"small group or 1:1 support up to approx. a year with or without formal diagnosis" <i>Attends LS at present</i>
<b>RED</b>	"Long term 1:1 support with external agency involvement" <i>Unlikely to use this flag</i>

## 2.8. Educational Psychologist Reports

Following assessment by the HLS and in consultation with parents, an educational psychologist (EP) assessment may be advised for a pupil whose learning support requirements are judged to be significant. Once an EP report is obtained, a summary will be written by the HLS and distributed amongst staff and recommendations followed. The same will also happen for pupils who arrive at St Paul's Juniors with an existing EP report. The HLS is able to advise parents about the choice of an educational psychologist. The reports are always done externally and the cost is borne by the parents. Where appropriate, pupils may also be referred to the School Counsellor.

## 2.9. Safeguarding pupils with Learning Support Needs

The School recognises that pupils with Special Educational Needs may be more vulnerable to bullying or other kinds of abuse (see Appendix 1 of the SPJ/SPS Safeguarding and Child Protection Policy). We also recognise that such pupils may be more vulnerable to going missing from education as well as being drawn into terrorism through radicalisation. To ensure that all of our pupils receive equal protection, we will give special consideration and attention to any pupils who have SEND, including those who do not have English as a first language. Monitoring is carried out through the pastoral systems of the School. The Form Tutor, in conjunction with the pupils' Head of Year, monitors these pupils closely. Where necessary, pupils with specific needs may be discussed at the weekly Safeguarding Committee meeting which the HLS attends. The welfare of pupils of concern or in need is actively monitored by staff, all of whom are trained in safeguarding, and reported to the Designated Safeguarding Lead (DSL) and Deputy DSL, who are trained and experienced in advising and decision-making in respect of appropriate actions to take (including managing referrals), support mechanisms to provide and record-keeping.

The School Counsellor is involved in supporting the child where this is deemed to be appropriate and the DSL liaises with Children's Social Care regarding involvement of outside support agencies as necessary. Special consideration also extends to the provision of safeguarding information, resources and support services in community languages and accessible formats. It may also include, as necessary, the appointment of an appropriately trained and informed teacher to promote the educational achievement of any child who is 'looked after' or who is otherwise considered in need of such support. Where a member of staff is placed in a position of working with a 'looked after' child, they will be provided with all necessary information, including: the child's status, up-to-date assessment information from the relevant Local Authority, the most recent care plan, contact arrangements with parents, care arrangements and delegated authority to carers and information available to the DSL. Further details are included in the Policy for Looked After Children.

## 2.10. Extra time and computer allowances in examinations

Pupils who are granted extra time or computer allowances must have this recommended by an educational psychologist or suitably qualified person. The School must be in possession of a report in order for the specific recommendations to be granted. Such pupils will be given these allowances in all

examinations. The HLS liaises with the Examinations Officer to ensure that all necessary arrangements are in place. A list of pupils receiving an extra time allowance and/or using a computer in examinations/lessons is available on iSAMS and is updated and reviewed by the HLS every term.

#### **2.11. Use of electronic devices and other specialist equipment for learning support in lessons**

Depending on need, pupils may use iPads (or in special cases another electronic device) for learning support in lessons. Other adjustments, including the use of any specialist equipment, will be considered in consultation with parents. Learning Support pupils using an iPad are advised to do a touch-typing course and should aim to reach a standard of at least 305 words per minute, as they will be required to type in more lessons than other pupils. The School undertakes to provide secure storage or a padlock for the storage of iPads in individual lockers.

#### **2.12. Individual Pupil Profiles**

For pupils with educational psychologist reports that identify significant difficulties and who receive regular support from the HLS, a Pupil Profile will be drawn up in consultation with parents, pupils and subject teachers. The EP report summaries and targets are published on iSAMS and available to all staff to read and use to inform their teaching.

#### **2.13. English as an Additional Language**

In order to cope with the academic demands of St Paul's Juniors, pupils need to be proficient in the use of English, both spoken and written. We may recommend that some pupils, whose first language at home is not English, receive individual tuition in English as an additional language. The HLS runs extra support sessions to address this, particularly during the Third Years, where the demands of the English Curriculum become more significant. A pupil will not, however, be regarded as having a SEN solely because English is not the language spoken at home.

#### **2.14. Education, Health and Care Plans (EHCPs)**

Where a prospective pupil has an EHCP, we will consult the parents, and, where appropriate, the Local Authority to ensure that the provision specified in the EHCP can be delivered by the school.

For further information regarding the provision of EHCPs, parents should contact their Local Authority for advice.

EHCPs of all pupils in this category, whether placed by parents or the LA, are reviewed annually and the required curriculum so provided as set out in the EHCP (including the full National Curriculum if this is specified). It is the responsibility of the LA, and not the school, to review the EHCP, but it is good practice for the School to check that the review takes place and the School to cooperate with the LA in the review process.

In each case circumstances are slightly different but once a pupil has entered SPS, typically we:

Invite the specialist advisory teacher from the Local Authority to visit the School in order to provide specialist INSET to the LS teachers, School Nurses, Form Tutor, Head of Year and subject teachers, support staff as appropriate;

Host Annual Reviews to which the parents, pupil, Form Tutor and the specialist advisory teacher are invited. Reports from teachers as well as the views of all present at the meeting are reviewed. Key transition points e.g. entrance to SPJ; from the First Years to the Second Years; from the Second Years to the Third Years and then onto SPS, would provide areas of particular focus for some of the Annual Reviews;

Provide regular specialist 1:1 teaching from the LS Department if required or arrange for additional lunchtime support from subject teachers funded by the Local Authority. The School will also organise any relevant medical support from the School nursing team as appropriate. Where a full-time teaching assistant/healthcare assistant is required to support the pupil throughout the school day, the School would recruit accordingly, as funded by the Local Authority.

### **2.15. Learning Support Register**

The HLS will keep a SEND register of pupils who have received or who are receiving LS.

### **2.16. Staff Training**

All members of staff, including teaching and support staff, are given training on working with pupils with learning difficulties and disabilities. Training may include INSET sessions for staff given either by the HLS or a visiting specialist. A meeting with the HLS is part of the induction process for new members of staff. The HLS makes new teachers aware of the Learning Support Policy and the referral process.

### **2.17. Remote Learning Provision**

In the event of a prolonged period of school closure the HLS will set up the usual provision a boy would normally have, using an online platform. Sessions will continue as normal but virtually. The HLS will share the names and times of the sessions with the DSL in accordance with the Safeguarding Policy.

## **3. Management and Review**

### **3.1. Storing Information**

Hard copies of assessment reports etc. will be kept locked in the LS Department's office/s in a lockable filing cupboard. Electronic copies will be stored within Langley J and also within iSAMS Pastoral Module and SEND Manager. All data will be stored in accordance with the Data Protection Act. In order to facilitate the briefing of teachers and tutors, details of a pupil's learning needs will be entered onto iSAMS along with advice on how best to support a pupil in lessons. Only teaching staff have access to these records. The HLS will keep a SEND register of pupils who have received or who are receiving LS.

### **3.2. Evaluating the Effectiveness of Learning Support at School**

Progress tracking is conducted by teachers of pupils on the LS List in consultation with the HLS. Data from various sources, e.g. CPI, MidYIS, teacher grades, school reports, block test marks, internal school exam results are monitored to evaluate the progress of individual pupils on the LS List.

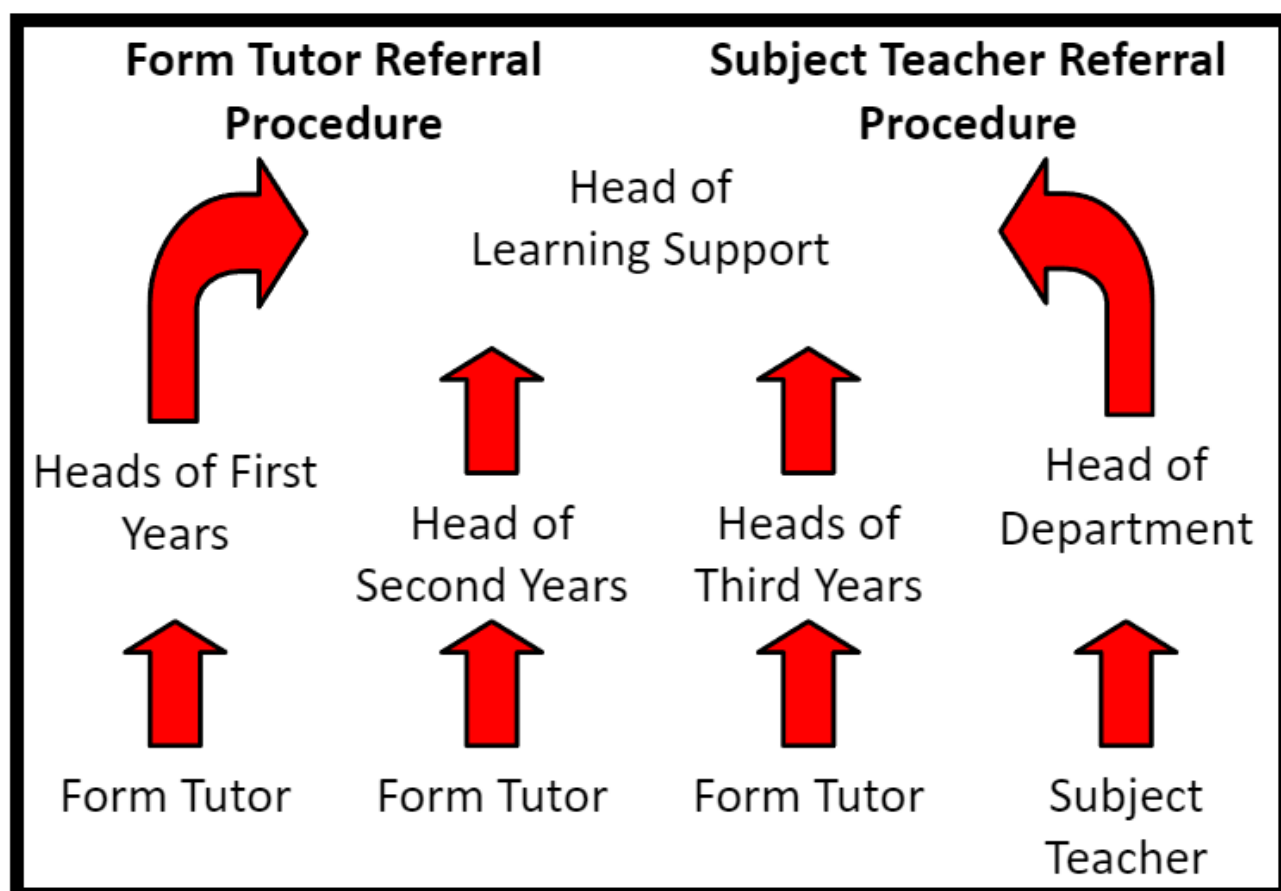
### 3.3. Links with Other Bodies, Professionals and Educational Establishments

The HLS maintains links with other HLSs/SENCOs in the Rugby and Eton Groups and in the Leading Academic Day Schools group.

### 3.4. Reviewing the Policy

This policy will be reviewed by the HLS and Deputy Head Academic annually.

#### Appendix A - Referral Procedure



## **Appendix A - Referral Information & Form**

This guide sets out the different stages of identifying a pupil with SEND and the steps to take within each.

If a pupil continues to make less than expected progress once all three stages have been completed, staff may use the evidence gathered at each stage to complete a referral form (see the following page).

### **1. Quality-first teaching and regular classroom assessment for all pupils**

Use assessment data to identify pupils whose progress is:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better their previous rate of progress
- Failing to close the attainment gap between the child and his or her peers
- Widening the attainment gap

### **2. High-quality differentiated teaching**

- Target high-quality teaching at the pupil's areas of weakness
- Adapt classroom practice to suit the pupil's needs
- Implement short-term interventions
- Evaluate the success of interventions by comparing the pupil's levels before and after

### **3. Work with the Head of Learning Support to assess SEN**

- Implement more rigorous interventions
- Evaluate the success of interventions by comparing the pupil's levels before and after
- Speak to the pupil and parents about the pupil's needs
- Seek expertise on the pupil's needs

## Appendix B (Continued) Referral Form

<b>Pupil name:</b>		<b>Class/year:</b>
<b>Teacher name:</b>		<b>Date of referral:</b>
<b>Areas of concern</b> <i>(tick the relevant boxes)</i>	<b>Other</b> <i>(please specify)</i>	
<input type="checkbox"/> General learning difficulties	<input type="checkbox"/> Communication and interaction	<input type="checkbox"/> Emotional, social and mental health
<input type="checkbox"/> Specific learning difficulties (e.g. dyslexia)	<input type="checkbox"/> Speech and language	<input type="checkbox"/> Physical (gross/fine motor skills, visual or hearing impairment)
<b>What difficulties does the pupil have accessing the curriculum?</b>		
<p><i>Score the <b>impact</b> on the pupil's <b>behaviour</b> and <b>learning</b> out of 10, with 10 being the most impact and 1 being the least impact.</i></p> <p><b>Impact:</b> _____/10</p>		<p><i>Score the <b>urgency</b> of the referral out of 10, with 10 being most urgent and 1 being least urgent.</i></p> <p><b>Urgency:</b> _____/10</p>
<b>What support has already been put in place?</b>	<b>Impact of support</b>	
<b>What next steps would you like to see?</b>		



**Any further comments?**

**Attached documents**

*(tick the relevant boxes)*

- ☐ Pupil information
- ☐ Teacher-parent (or carer) /teacher-child discussion notes

- ☐ Teacher/HLS discussion notes
- ☐ Data tracking of progress
- ☐ Other observations