



ST PAUL'S SCHOOL
Juniors

Learning Support Policy

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This policy is available on the Handbook page of the School Intranet and policies page of the School website 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

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1. Introduction

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.

In order to be offered a place at St Paul's Juniors, a pupil must have performed satisfactorily and been successful in the School's entrance examinations and interview procedures. We take all reasonable steps to support pupils with learning difficulties and disabilities, both during the admissions process and throughout a pupil's time at the School (see the School's Accessibility Plan).

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.

2. Special Needs Defined

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 SEN 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, 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;

- communication and interaction needs, including autistic spectrum disorder;
- 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:

- 1) 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 disorder and attention deficit disorder/attention deficit and hyperactive disorder.
- 2) Those with visual, auditory or physical impairments which affect their capacity to learn.
- 3) 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.

3. Aims of the Learning Support Department

- To ensure early identification of pupils with any form of special educational need (SEN)/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 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 SEN/LDD are more likely to be victims of bullying or abuse.

4. Learning Support Provision at St Paul's Juniors

4.1 Staffing

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 ring the St Paul's Juniors receptionist, who 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.

4.2 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 are tested by the HLS to screen for dyslexia/dyspraxia type indicators. The Heads of the Lower and Upper First Years and the HLS analyse the results. The HLS supports pupils identified as having a special educational need.

During the Autumn Term, pupils joining St Paul's Juniors in the Lower Third Year (and in any other year group) are tested by the HLS to screen for possible SEN/LDD. The Head of Third Years, Director of Studies and HLS analyse the results and the HLS supports pupils identified as having a special educational need.

After every grades session the Teaching and Learning Committee reviews the results of all pupils. After the summer examinations the Teaching & Learning 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.

4.3 Safeguarding pupils with Learning Support Needs

The School recognises that pupils with LS needs may be more vulnerable to bullying or other kinds of abuse. To ensure that all pupils receive equal protection, we give special consideration and attention to any pupil who is disabled or has specific educational needs, 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 St Paul's Juniors Safeguarding Committee meeting.

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.

4.4 Referral of pupils to the Head of Learning Support (see appendices)

All members of staff share some 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. Form Tutors should refer cases to the Heads of Lower First or 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 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.

4.5 Review of pupils receiving Learning Support

After the initial parent consultation, parents are kept informed of their son's progress through regular email and telephone contact. Subject teachers are kept informed of progress through regular discussion with the HLS and twice a year, prior to from or subject parents' evenings, the HLS provides a progress review of all pupils receiving Learning Support. The HLS has regular meetings with Heads of Years to discuss pupils receiving support in their respective year groups as well as the Director of Studies. Minutes of these meetings are stored electronically.

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:

| Star | Definition |
|--------|---|
| BLUE | "Monitoring without formal diagnosis" <i>Has been seen at some point</i> |
| GREY | "Monitoring with formal diagnosis" <i>Has some sort of report e.g: colour blind/OT/hearing but does not receive LS</i> |
| YELLOW | "small group or 1:1 support up to approx. a year with or without formal diagnosis" <i>Attends LS at present</i> |
| RED | "Long term 1:1 support with external agency involvement" <i>Unlikely to use this flag</i> |

4.6 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.

4.7 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.

4.8 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 35 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.

4.9 Individual Education Plans

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 Pupil Profiles are published on iSAMS and available to all staff to read and use to inform their teaching.

4.10 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.

4.11 Education, Health and Care Plans (EHC plans)

The School will respond to the needs of any pupils with an EHC plan and will implement recommendations in consultation with the Local Authority (LA), and organize and host the Annual Review of the pupil's needs. For this purpose, Form Tutors and subject teachers are expected to report on the progress made by the pupil. It is the responsibility of the HLS to collate this information into a school report that is presented formally at the Annual Review meeting to parents and a representative of the appropriate LA.

4.12 Learning Support Register

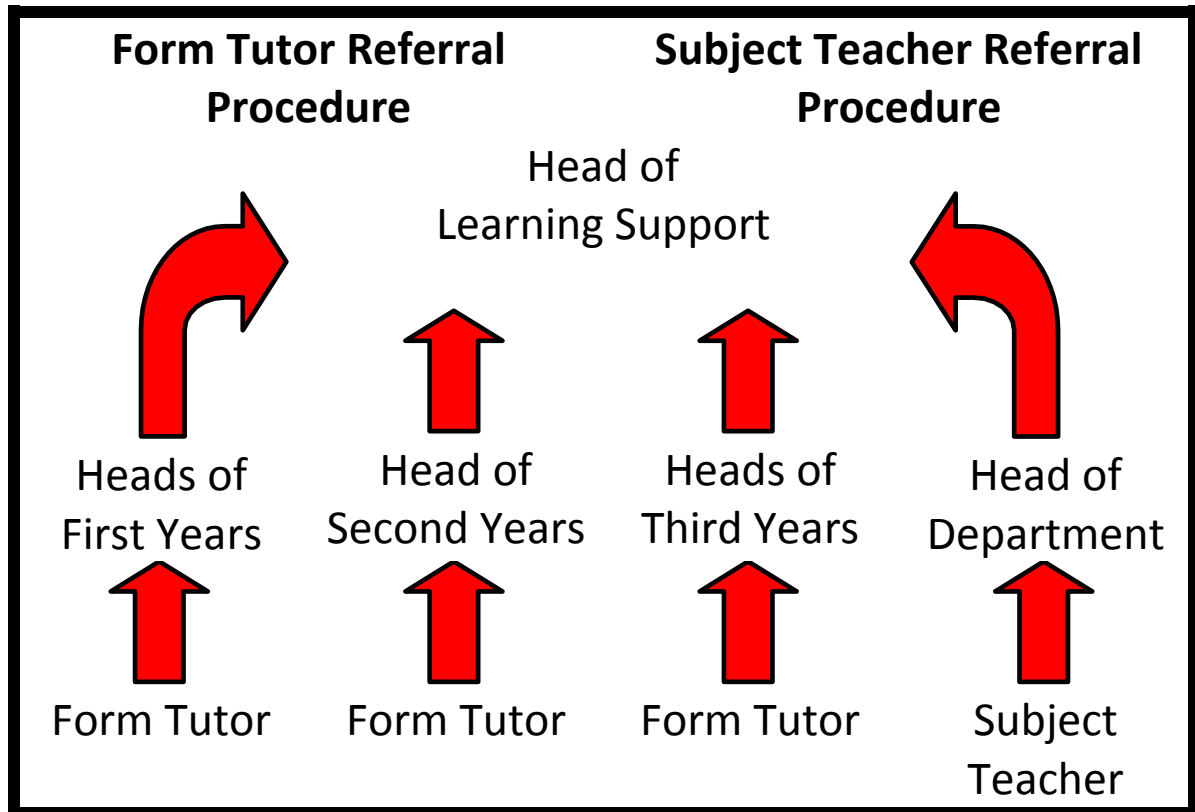
The HLS will keep a SEN register of pupils who have received or who are receiving LS.

4.13 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.

Appendices

Referral Procedure



St Paul's Juniors Learning Support Department

Record of Concern for: _____

Please indicate roughly how often the following behaviours/difficulties present themselves. There is space to add any other observations at the end of the form.

| Area of difficulty | How often is this a problem? | | |
|---|------------------------------|-----------|-------|
| | Never | Sometimes | Often |
| Can't copy fast enough | | | |
| Can't record homework accurately | | | |
| Can't copy accurately from the board | | | |
| Can't copy accurately from a text book | | | |
| Poor handwriting | | | |
| Inaccurate spelling | | | |
| Lack of punctuation | | | |
| Can't write grammatically correct sentences | | | |
| Can't read aloud fluently | | | |
| Can't read questions correctly | | | |
| Muddles up basic maths symbols | | | |
| Can't remember bonds/tables | | | |
| Can't copy diagrams | | | |
| Can't use a ruler properly | | | |
| Can't orientate paper/shapes | | | |
| Can't follow spoken instructions | | | |
| Can't remember facts easily | | | |
| Can't remember/use specific vocabulary | | | |
| Can't formulate spoken answers quickly | | | |
| Doesn't ask for help when stuck | | | |
| Calls out – can't wait turn to answer | | | |
| Can't sit still for long | | | |
| Can't sit up straight for long | | | |
| Fidgets with items on table | | | |
| Talks to neighbour | | | |
| Annoys/distracts neighbour | | | |
| Distracted by sound | | | |
| Distracted by own daydreams | | | |

| |
|--|
| Distracted by movement |
| Seeks attention |
| Doesn't bring correct equipment to lessons |
| Doesn't hand in homework on time |
| Can't use practical apparatus safely |
| Can't cope with a change of routine |
| Takes everything literally (Can't understand idioms, inference, jokes etc.) |
| Can't work easily in a group |
| Can't speak clearly |
| Can't retell events in sequence |
| |
| Any other comments - |
| |
| |
| |
| |

Signed..... (Form/Subject Teacher)

Date