



## St Paul's 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](mailto:policyquery@stpaulsschool.org.uk)**

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

As an academically selective school, St Paul's Juniors is committed to supporting all pupils who meet our entry criteria, including those with learning support needs.

We believe that a pupil's learning need should never be a barrier to accessing the rich academic and co-curricular life of the School. The School values every pupil as an individual and aims to provide appropriate support so that all can thrive within our high-achieving environment.

The Learning Support Department plays a key role in this, working in partnership with pupils, families, and staff to address barriers to learning and promote full participation.

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 Support needs;
- 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 Learning Support needs, 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/Learning Support needs are more likely to be victims of bullying or abuse.

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

Learning support at St Paul's Juniors exists to help all pupils at the school to fulfil their academic potential, whether they are among the most academically able, or require additional support, and whether or not they have a formally identified 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 in partnership with teachers and parents to ensure that pupils receive the support that they need to engage with the curriculum and make strong progress.

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.

Currently, 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 for pupils with learning support needs;
- Monitor, record and report on pupil progress;
- Coordinate the efficient use of resources to support pupils and staff;
- Promote access to a broad and balanced curriculum;
- Develop meaningful partnerships with parents and carers;
- 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 them from making use of facilities of a kind generally provided for others of the same age

The four broad areas of need identified by the SEND Code of Practice are:

- Cognition and learning: including general learning difficulties and specific learning difficulties such as dyslexia and dyspraxia;
- Communication and interaction: including speech and language needs and autistic spectrum conditions;
- Social, emotional, and mental health: including ADHD and emotional regulation difficulties;
- Sensory and/or physical needs: including visual or hearing impairments and physical disabilities.

At St Paul's Juniors, pupils requiring learning support typically fall into one or more of these categories. Support is tailored to the individual and may include classroom strategies, targeted interventions, and, where needed, access to external professionals or pastoral support.

### **1.3. Admission Arrangements**

Details for admissions, including the declaration of any SEND needs, can be found in our School's Admissions Policy.

The School is committed to promoting equality of access and will make reasonable adjustments (as defined by the Equality Act 2010) to support candidates with SEND during the admissions process. We strongly encourage parents/carers to inform us of any learning support needs or access arrangements their child may require at least 10 working days in advance of entrance examinations or interviews, so that appropriate provision can be made. Requests for adjustments must be supported by relevant documentation, such as an educational psychologist's report or a medical letter.

Parents of pupils with Learning Support needs joining the School are encouraged to make contact with the Head of Learning Support. They are encouraged to share any previous learning support, identified or suspected, and any relevant reports. This allows for early planning and support where necessary.

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

##### **1.5. 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.

##### **1.6. 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.

##### **1.7. 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(s);
- 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, particularly in relation to the learning support needs of individual pupils;;
- 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 and to assist with the transition of pupils into new year groups where appropriate;

- 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

#### **1.8. 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 in order for 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.

#### **1.9. 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.

#### **1.10. Teachers:**

- To familiarise themselves with the individual learning needs of pupils within their class by checking on iSAMS/CPOMS 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.

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

#### **1.12. 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.

#### **1.13. Learning Support Teachers**

The Learning Support Teachers support 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 Teachers offer 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.

#### **1.14. Learning Support Admin**

The Learning Support Administrator provides essential administrative support to the Learning Support Department. Under the direction of the HLS, they help coordinate the scheduling of lessons, maintain up-to-date records of support plans, and manage the documentation of referrals (see Appendix A). They support the timely production and distribution of internal reports for pupils on the LS List, liaising with teaching staff as needed. The administrator also helps prepare documentation for meetings, including annual reviews.

## **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 scaffolded 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 and Second Years are assessed using Cambridge 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 that may be required, including access arrangements and adjustments for colour blindness.

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

After each grades session and following the summer examinations, the Academic Progress Group (APG), of which the HLS is a member of, reviews the results of all pupils to identify patterns, track progress, and help determine any necessary interventions. The SPS Deputy Head Academic and Director of Admissions are invited to grades and examination meetings, and information on Upper Third pupils transferring to SPS is shared with the Head of Middle School. A plan of action is implemented for pupils who may require additional support.

In the Summer Term, the Head of Learning Support at SPJ meets with the HLS at SPS to ensure a smooth handover and continuity of provision for pupils with learning support needs.

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**

At St Paul's Juniors, all staff share responsibility for identifying pupils who may benefit from additional learning support. Staff are expected to follow the Learning Support Referral Procedure (see Appendix A) to ensure that appropriate and timely support is provided.

Early identification and intervention are key. Teachers should use quality-first teaching strategies and assessment data to monitor pupil progress and respond to concerns in the first instance. Where concerns persist, despite targeted support and in-class differentiation, a formal referral should be made.

## **Referral Pathway**

### **1. Classroom Monitoring and Support**

Teachers are expected to monitor pupils' progress and adapt their teaching accordingly. Where a pupil is making slower progress than expected, not closing an attainment gap, or struggling to access the curriculum, teachers should:

- Implement scaffolding appropriately and classroom-based interventions.
- Record what has been tried, and evaluate its impact.

### **2. Initial Consultation**

If concerns continue, the teacher should consult:

- Their Head of Department (for subject-specific concerns).
- The Head of Year (for pastoral/form-related concerns).

Together, they may explore further strategies or determine if a referral is necessary.

### **3. Referral Form Submission**

Once initial support has been trialled and reviewed, or if concerns are significant, the staff member should complete the Learning Support Referral Form (see Appendix B). Before submission, they must confirm that the relevant Head of Department or Head of Year is aware of the referral.

Heads of Year and the Deputy Head Pastoral also have access to the referral form and may submit referrals directly when appropriate.

### **4. Support Staff**

Support staff (e.g. Teaching Assistants, Coaches, VMTs) who have concerns about a pupil should raise these with the pupil's Head of Year in the first instance. The Head of Year will then advise on the appropriate next steps, which may include further monitoring, consultation with the HLS, or completion of the referral form.

### **5. Referral to the Head of Learning Support (HLS)**

All referrals are reviewed by the HLS, who will decide whether further assessment or support is appropriate. The HLS liaises with relevant colleagues (e.g. subject teachers, Heads of Department, Form Tutors, and SLT) and will contact parents to discuss any next steps. Parental consent is always sought before Learning Support provision begins.

The HLS will aim to communicate next steps or requests for further information. Where additional information or observation is required, this may take longer, but staff are welcome to follow up if they have not heard back.

## 6. Involvement of Parents/Carers

Parents should be encouraged to raise initial concerns with subject teachers or Form Tutors. If Learning Support involvement is recommended, the HLS will liaise directly with parents to ensure transparency and collaboration.

**Note:** If a pupil's needs appear urgent or significant, staff should not delay making a referral. Even if earlier steps are incomplete, early referral is essential where appropriate.

### 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 and 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:

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</i>

	<i>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 pupil’s 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 may be granted exam access arrangements such as extra time or the use of a computer where there is clear evidence of need and it reflects their normal way of working in the classroom. These arrangements must be recommended by a suitably qualified professional, such as an educational psychologist, and documented in a formal report shared with the School.

The Head of Learning Support (HLS) is responsible for reviewing assessment reports and determining whether the recommended arrangements are appropriate and consistent with the pupil's usual classroom experience. The School must be in possession of a valid report before any concessions are implemented.

Once approved, exam access arrangements will apply to all internal end-of-year examinations. The HLS works closely with the Examinations Officer to ensure that the necessary provisions are in place.

A list of pupils who have been granted extra time and/or use of a computer is maintained on iSAMS/CPOMS and reviewed by the HLS each term. This information is accessible to teaching staff and should be used to support planning and classroom practice, where applicable.

## **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. Pupils accessing Learning Support 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 an Educational Psychologist (EP) report that identifies significant learning difficulties, and who are receiving regular support from the HLS, an Individual Pupil Profile (IPP) will be created. These profiles are developed in consultation with the pupil, their parents, the HLS, and relevant subject teachers/Heads of Year.

The aim of the IPP is to provide a clear, accessible summary of the pupil's needs and strengths, alongside targeted strategies to support their progress across the curriculum. The IPP includes:

- A summary of key findings from the EP report
- Specific targets or recommendations
- Teaching strategies and access arrangements
- Review notes where applicable

These profiles are uploaded to iSAMS/CPOMS to support safeguarding oversight and ensure that all relevant pastoral and safeguarding staff are aware of any contextual vulnerabilities related to the pupil's learning profile.

Individual Pupil Profiles are reviewed as required by a member of the Learning Support department and updated in consultation with the pupil and their teachers as the pupil's needs evolve.

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

Pupils for whom English is an additional language (EAL) may require specific support to develop their language proficiency, particularly in the early stages of their time at St Paul's Juniors. Where appropriate, targeted sessions may be offered - for example, during the Third Years, when the demands of the English curriculum increase. These are overseen by the Head of Learning Support in collaboration with relevant staff.

It is important to note that a pupil will not be identified as having SEND solely because English is not the language spoken at home. Language development needs are considered separately from learning difficulties or disabilities, in line with statutory guidance.

Further details are available in the School's EAL Policy, which outlines the assessment, provision, and monitoring of support for pupils with EAL.

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

Where a prospective pupil has an EHCP, the School will consult with parents and, where appropriate, the Local Authority to determine whether the provision specified in the plan can be met. This process includes careful consideration of the pupil's needs and the School's ability to make reasonable adjustments while maintaining the integrity of its educational provision.

For further information about how EHCPs are considered during the admissions process, please refer to the School's Admissions Policy.

Parents seeking advice on the EHCP process itself should contact their Local Authority directly.

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. This register is available on iSAMS.

### **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 pupil 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 and related documentation are securely stored in the Learning Support Department in a locked filing cabinet. Electronic records are maintained in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, and are stored across the following secure platforms:

- iSAMS (Learning Support Register & Pupil Registers)
- CPOMS

The SEND register is maintained on iSAMS by the Head of Learning Support. It includes a brief summary of each pupil's needs and recommended classroom strategies to support access to learning. This register is accessible to teaching and support staff.

Where further contextual information is required - for example, where learning needs intersect with pastoral or safeguarding concerns - additional records may be stored securely on CPOMS, accessible only to relevant staff such as the HLS, Designated Safeguarding Lead, Heads of Year, and Deputy Head Pastoral.

### **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.

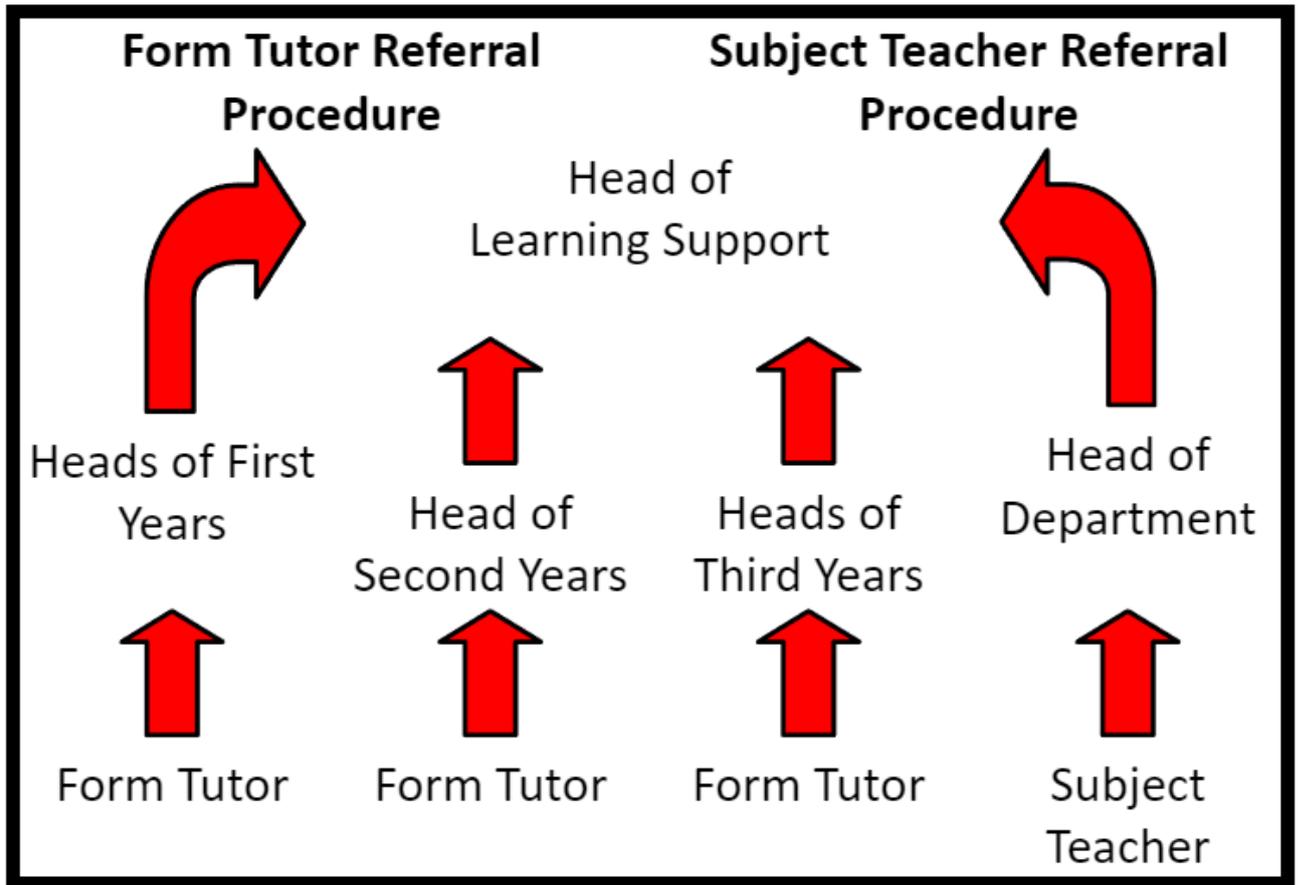
### **3.3. Links with Other Bodies, Professionals and Educational Establishments**

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 B: Learning Support Referral Form

The Learning Support Referral Form should be used by staff when concerns persist about a pupil's learning, behaviour, or access to the curriculum, despite high-quality teaching and targeted support. This form enables the Head of Learning Support (HLS) to gather clear, consistent evidence in order to assess need, plan next steps, and ensure appropriate provision is in place.

Before submitting the form, staff should:

- Implement in-class strategies or short-term interventions, where appropriate.
- Discuss concerns with the relevant Head of Department or Head of Year.
- Collate any relevant supporting evidence.

**Note:** In cases where concerns are significant, staff should not delay submitting a referral, even if all previous steps have not yet been completed.

The form can be accessed online via the [Learning Support page](#) on the Staff Handbook.

### Learning Support Referral Form – Overview of Questions

#### Line Management Awareness

- For subject teachers: Is your Head of Department aware of this referral? (Yes / No / N/A)
- For Form Tutors: Is your Head of Year aware of this referral? (Yes / No / N/A)

#### Area(s) of Concern *(tick all that apply)*

- General learning difficulties
- Communication and interaction
- Emotional, social, and mental health
- Specific learning difficulties (e.g. dyslexia)
- Speech and language
- Physical (e.g. gross/fine motor skills, visual or hearing impairment)
- Other (with space to specify)

#### Urgency of Referral

1. Scale of 1 (least urgent) to 5 (most urgent)

#### Qualitative Information (short answer questions)

- How, if at all, is it impacting the pupil's learning?
- How, if at all, is it impacting the pupil's behaviour?
- What difficulties does the pupil have accessing the curriculum? Please include specific examples where possible.
- What support has already been put in place?
- What has been the impact of that support?
- What next steps would you like to see?
- Any further comments?

**Supporting Documentation** *(tick all that apply)*

- Pupil information
- Teacher–parent or teacher–pupil discussion notes/emails
- Teacher–HLS discussion notes/emails
- Any relevant tracking data or observations
- Other (with space to specify)
- N/A