



LOCHINVER HOUSE

Learning Support Policy

Lochinver House School provides a rich and varied learning environment and a full range of teaching methods to take into account the different learning styles that allow children to develop their skills and abilities to their full potential. We create an environment in which quality teaching and learning can take place which enables pupils to acquire new knowledge and make progress according to their ability so that they develop their skills and increase their understanding in the subjects taught. We are committed to enabling all our pupils to have equal access to the broad and balanced curriculum to which they are entitled.

This policy document describes Lochinver House School's (the School's) philosophy, principles and procedures in the teaching of pupils with special educational needs and disabilities (SEND).

The aim of the Learning Support Department, which is integral to our school, is to raise the aspirations and expectations of all pupils with SEND. This policy is drawn up in line with the 'SEN and Disability Code of Practice, 0 - 25 years, 2015' and also the 'Children and Families Act 2014'.

The objectives of the School's Learning Support Department are:

- To provide a clear framework which enables the School to identify and meet the special educational needs of pupils
- To provide an Action Plan or Targets for pupils with special educational needs or disabilities
- To reinforce the fact that all pupils have a right to a broad and balanced curriculum, relevant and differentiated which demonstrates progression and coherence
- To develop our ability to enable all pupils to reach their potential promoting their strengths
- To have regard to "The SEND Code of Practice 2014" (SEND: Special Educational Needs and Disabilities)
- To provide advice and support for all staff who work with pupils who have SEND
- To develop and maintain high levels of engagement with parents, enhancing home/school relationships
- To ensure access to the curriculum for all pupils

The Learning Support Department

Head of Learning Support:

Bridie Heath Walker Cert Ed, B.Ed Dip.RSA, Teaching (OCR Level 5), Dip.RSA Assessments (OCR Level 7)

Learning Support Teachers: Elizabeth Bartholomew B.Ed Hons., OCR Level 5 Dip.

Faye Harris B.Sc Hons Q.T.S., OCR Level 5 Dip.

Learning Support 1-2-1 Staff:

Fi Bland, Angela Kayani, Cert Ed

Child and Family Support Worker:

Charlie Sheehan, SRN



The Head of Learning Support is responsible for:

- The day to day operation of the school's Learning Support policy
- Liaising with and advising fellow teachers
- Co-ordinating provision for pupils with specific learning difficulties (SpLD)
- Maintaining the School's Learning Support register
- Liaising with parents of the pupils with SpLD/SEND
- Contribution to the in-service training of staff
- Liaising with external services
- Supporting the assessment of prospective pupils
- Screening assessments
- Contributing to Cause for Concern meetings (C4C)

Cause for Concern meetings are held every term. They are attended by the Headmaster, Deputy Head, Head of Learning Support, Matron and Head of Year Group or any teacher who wishes to support their concern. This ensures a closer working relationship between key members of staff and promotes awareness and continuity of care for the pupils. At these meetings, next steps are agreed and appropriate, targeted provision is made.

A pupil may receive one of the following:

- **Specific support** is provided (the learning support teacher or TA implements an Action Plan for those who require it and a copy is made available on the Central Resource Library for all teachers to access) These are to be issued termly. A review of the Action Plan is sent out termly. Parents are encouraged to meet with a member of the Learning Support staff to discuss the Action Plan and their child's progress at any time of the academic year. 'Drop In' sessions are available for parents every week with each member of the Learning Support team, this facilitates a closer relationship between home and school
- **In class support** from a member of the Learning Support Department
- **Working in a small group** in the Learning Support Room as a Booster session or elsewhere in school where appropriate
- **One to one teaching** in the Learning Support Room or another suitable location

Admission Policy for Pupils with SpLD/SEND

This is left to the discretion of the Headmaster. Some pupils do enter the school with known SpLD/SEND. When pupils are admitted to the School, permission is obtained from parents to seek reports and advice from any professionals involved in the identification and treatment of any SpLD/SEND or any difficulties or conditions which may lead to SpLD/SEND. If a pupil has a statement/ Education and Healthcare Plan (EHC Plan), we have regard to the new Code of Practice for provision in planning a graduated approach which is reviewed appropriately, seeking external help from specialists as required, in discussion with parents.

SEND Specialism

We have a dedicated resource base (learning support room) which is fully equipped and staffed to deal with specific learning difficulties, as well as general learning difficulties.

Special Facilities include:

- Computers, word processors, iPad apps, Kindles, along with appropriate software to support the pupils's needs
- Access to the Internet
- Specialist materials from Learning Development aids
- A ramp and disabled toilet are available in the Salter Block and the Theatre and a ramp to the French corridor



Information about Lochinver's policies for the Identification, Assessment and provision for all pupils with SpLD and SEND

A pupil has special educational needs if he has a learning difficulty or disability which calls for special educational provision to be made for him.

A pupil has a learning difficulty if he:

- Has a significantly greater difficulty in learning than the majority of pupils of the same age at the School
- Has a disability, which either prevents or hinders the pupil from making use of the educational facilities of a kind provided for pupils of the same age in our school

The Allocation of Resources to and amongst Pupils with SpLD/SEND

We are committed to providing an enhanced level of care and appropriate quality resources throughout the school to meet the needs of pupils with SpLD/SEND.

The Head of Learning Support is responsible for submitting an annual budget to the Headmaster, detailing any new materials, books or consumables required for the Department. The Headmaster then allocates annual funding. Records of spending are kept in the Learning Support room.

Class teachers, in consultation with their Head of Department, allocate resources, which enable them to implement the curriculum for a particular pupil or pupils with SpLD/SEND in their class.

We are continually assessing our resources and environment in order to provide the best possible care for all of our pupils.

Identification and Assessment Arrangements

The importance of early identification, assessment and provision for any pupil who may have special educational needs cannot be over-emphasised.

Throughout the school, including in EYFS, staff are alerted to the four areas of need; communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical needs.

In the Pre Prep (Reception to Year 2) and Senior School (Year 3 to Year 8), pupils with demanding behaviour are identified; behavioural programmes and procedures are planned in consultation with parents, the class teacher/tutor, the Head of Learning Support and the Child and Family Support Worker.

Parents are referred to recommended outside agencies if and when appropriate.

In Years 5-8, where the curriculum is entirely delivered by subject specialists, the tutorial system allows an active pastoral approach to deal with difficult behaviour.

There are opportunities in the "C4C" meetings for developing consistent management approaches. In addition there are the following special arrangements for pupils with particular emotional, physical and behavioural needs:

- Pupils are referred to the Child and Family Support Worker
- There are opportunities for pupils to seek out a particular member of staff for support in times of need
- Active liaison with outside agencies. This may result in requesting an EHC Plan; e.g. Child Guidance, Psychiatrists, Speech and Language Therapists, Educational Psychologists, Clinical Psychologists and Occupational Therapists



We make use of a wide range of screening and assessment tools which are discussed with the relevant staff. We scrutinise the data to ensure the tracking of all pupils.

Individual Assessment

Young people and parents are at the centre of decision-making, making sure that parents are fully informed and involved with how their children are progressing.

A full Individual Assessment can be requested for a child by the Headmaster, any teacher, a parent or child. This looks in detail at some or all of the following:

- Underlying ability
- Cognitive processing
- Attainment

The results of the assessment are discussed with the teacher/tutor. Targets may be introduced if appropriate. A meeting is arranged with the parents to discuss the child's strengths, weaknesses and the following recommendations. This may include advice on a referral to an outside agency or a period of intervention following which an Action Plan may be introduced.

All new pupils, before entering the school, are assessed. If any concerns are noted they are referred to the Head of Learning Support who will analyse the data and provide further support if required.

Review Procedures

Review procedures focus upon:

- Progress made by the pupil
- Effectiveness of special help/the Action Plan
- Information and advice
- Contribution made by parents at home if appropriate
- Whether the pupil is likely in future to be referred for an EHC assessment

The time for review is stated on the Action Plan.

Arrangements for providing access for pupils with SpLD/SEND to a balanced and broadly based curriculum

Class and subject teachers have responsibility for pupils with SpLD/SEND and will plan the differentiation of work for these pupils. Class and subject teacher's plans will include information about differentiation.

Where necessary, the Learning Support Teacher, working with the pupil's class teacher and any relevant curriculum specialists, ensures that a plan or targets are drawn up. We intend that the plan/targets should build on the curriculum the pupil is following alongside his classmates and should make use of programmes, activities, materials, ICT and assessment techniques readily available to the pupil's teachers.

Copies of Action Plans are available on the CRL or from the allocated Learning Support Teacher.

How pupils with special educational needs and disabilities are integrated within the school as a whole

Each pupil has equal opportunity to access the curriculum (including sport), pastoral arrangements and extra-curricular activities.

Pupils with SpLD/SEND engage in the activities of the school together with pupils who do not have SpLD/SEND.



Pupils with SpLD/SEND are encouraged to participate in the decision making about the provision to meet their special educational needs.

The Learning Support staff work with all levels of ability and frequently run activities that are accessible to any pupil, e.g. handwriting club or touch typing.

When supporting a pupil in the classroom the Learning Support teacher naturally helps other pupils. This helps to reduce labelling for all concerned, facilitating fuller integration.

Information about the school's staffing policies and partnership with bodies beyond the school

At full staff meetings, which include non-teaching staff, the special educational needs of pupils are discussed and minuted.

Staff are encouraged to participate in courses relating to SpLD/SEND. On their return, staff will cascade information to relevant parties.

Links with other teachers, facilities and support services outside the school

We have created positive working relationships with the health services and the local authority services department through Matron and other providers of Support Services. We have developed links with Partners in Education (an education consultancy firm). We are able to provide parents with a recommended list of private Educational Psychologists, Clinical Psychologists, Occupational Therapists, Speech Therapists and Optometrists, when appropriate.

Partnership with Parents means that:

- We record and act upon parental concerns
- The class/subject teacher involves parents when a concern is first expressed within the school
- Further discussion may take place with the Head of Learning Support and Head of Department and ultimately the Headmaster.

Arrangements for partnership with parents

All parents are involved when their children are identified as having special educational needs. Our aim is to develop a sound and comprehensive knowledge of a pupil with SpLD/ SEND. Parents are requested to give information on:

- Early years
- Current health
- Practical skills
- Communication
- Playing and learning at home
- Relationships
- Behaviour
- Attitudes to school
- General views

We offer information on:

- The school's Learning Support Policy
- Parental involvement in assessment and decision making, emphasising the importance of their contribution
- Local and national voluntary organisations which might provide information, advice or counselling



If a pupil has behavioural or emotional difficulties, parents will be encouraged and supported to reinforce the structured approach used in school.

As a school we realise that the progress of pupils with SpLD/SEND can be more effective if it builds upon the parents' capacity to be involved and if parents consider the advice from professionals.

Links with other schools

To ensure a smooth transition, relevant special educational needs may be discussed with past and future schools.

Policy Reviewed: 02.12.2017
Policy Review Date: 01.12.2019
Policy linked to: Able and Talented Policy, Admissions and Attendance Policy, Behaviour Management, Rewards and Sanctions and Exclusions Policy, Curriculum Policy, Data Protection Policy, English as an Additional Language Policy, Equal Opportunities – Pupil Policy, Privacy Notice, PSHEE, Citizenship and Career Policy.

Any data held in relation to the content of this policy will be managed in accordance with our Data Protection Policy and Privacy Notice.

