



Croydon High School Learning Support Policy

Policy reviewed: November 2017

To be reviewed: July 2019

Responsibility: Deputy Head (Academic)

Note: For the purposes of this document the role of Special Educational Needs Coordinator (SENCO) is included within remit of Head of Learning Support.

Key Staff

Helen Sharples (Head of Learning Support and SENCO)

Roles and responsibilities of the Head of Learning Support are outlined in the SEND coordinator job description, and can be summarised as follows:

- To work closely with the Head, SLT and colleagues in the strategic development of the school's Educational Support policy (SEND), taking account of the GDST's central SEND policy and guidance.
- To be responsible for the day to day operation of the school's Educational Support (SEND) policy and coordination of educational support and special needs activity; the aim of which is to increase staff awareness of ES (SEND) issues and to raise ES (SEND) pupil achievement.

Introduction and definition

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 them. A child of compulsory school age or a young person is defined by the Government SEN Code of Practice 2015 as having a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (*SEN Code of Practice 2015*)

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical.

In this document, the term 'special needs' will refer to the following categories of students:

- those who are statemented or who have an Education, Health and Care Plan (EHC) which will outline the nature of the needs
- those who are experiencing learning difficulties
- those who have specific learning difficulties e.g. dyslexia, dyspraxia
- those with speech and language difficulties
- those with social communication needs including Autistic Spectrum Condition
- those with attention difficulties including Attention Deficit Disorder (including Hyperactivity if diagnosed)
- those with sensory impairment
- those with mental health and emotional problems
- those with physical disabilities
- those with medical conditions which may impair learning

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Aims

- a) To offer high quality teaching, differentiated for individual pupils.
- b) To help create an atmosphere where all students feel they can achieve their full potential.
- c) To foster good practice and to ensure that students with special educational needs have access to a broad and balanced education as appropriate with the selective intake of CHS.
- d) To identify, at an early stage, what and where the needs are and how they can be best met, based on an inclusive curriculum model: to act on admissions information relating to special educational needs.
- e) To foster partnership with parents, external support services and agencies, to ensure students with special educational needs make progress.

- f) To foster awareness in existing staff and induction for new staff.
- g) To provide and maintain appropriate resources.
- h) To offer testing for exam access arrangements and make appropriate recommendations in line with JCQ guidelines.

Objectives

- a) Students will learn in a stimulating and appropriate atmosphere in order to achieve their full potential. Work in all lessons should seek to extend their skills and enrich their experience and be appropriately differentiated to meet individual needs.
- b) Staff will formulate appropriate programmes of study by sharing expertise and resources.
- c) Students' progress will be monitored regularly by a variety of methods.
- d) Students will be directed to the expertise and assistance available from outside agencies where appropriate.
- e) Students who are diagnosed by an outside agency with a condition or difficulty such as dyslexia, dyspraxia, autism, or any other difficulty that has a direct impact on their learning, will automatically be placed on the SEND/Provision Register.
- f) Other students who are identified as requiring a greater level of differentiation and support within lessons will be placed on the SEND/Provision Register. A pupil profile will be produced by the **Head of Learning Support** identifying strengths, weaknesses and strategies to enable staff to best differentiate for that pupil's needs.

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- g.) A pupil who requires a greater level of support, will have a provision map drawn up which will detail the types of provision required by that pupil that is additional to and different from that which is offered through normal class differentiation. This will be done in consultation with the pupil, parents, teachers and, if relevant, outside specialists. The provision map will include the tracking of the pupil's progress and will be regularly reviewed by the **Head of Learning Support**.

Identification of students with special needs

The purpose of identification is to assess needs and make suitable provision. The following procedures are seen as appropriate for Croydon High School.

Junior School

- a) Information accompanying pupils transferring to the Junior School is reviewed by the Headteacher who alerts the **Head of Learning Support** to any specific requirements.
- b) The frequent and regular assessment tests normally undertaken are reviewed by the class teacher and any potential or specific concerns are brought to the attention of the **Head of Learning Support**, key-stage co-ordinator and Headteacher.
- d) Relevant issues or concerns raised by parents are brought to the attention of the **Head of Learning Support**.
- e) Issues and concerns raised by teachers and **Head of Learning Support** to be discussed with parents and parents. The Head of Learning Support to offer to conduct basic cognitive, literacy and processing tests to point to potential root causes of the difficulty.
- f) Parents to be offered support and guidance about how best to move forward to a diagnosis if this is deemed appropriate. **Head of Learning Support** to advise on outside specialists to be contacted. Parents are responsible for contacting specialists, organising appointments and subsequent assessment fees.

Senior School

- a) Information about Junior School pupils with SEND transferring to the Senior School will be available from discussions between the **Head of Learning Support** and Head of Year 7. Information from other feeder schools will be processed by Head of Year 7 and, where appropriate, these girls will be put on the SEND/Provision register.
- b) The Head of Learning Support will brief the Staff before the beginning of the academic year, reminding them of strategies to support pupils with learning difficulties.

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- c) Reading and spelling screening tests will be taken by all girls during the first term of Year 7. **The Head of Learning Support** will analyse results and offer

support where necessary. Further testing, on particular girls, can be carried out to give a fuller picture of potential need.

- d) The Headmistress, Mr Burnie (Deputy Head Academic), Mr Pickering (Assistant Head), HoYs and Head of Learning Support will share concerns about the academic progress of individual girls after each assessment of their level of attainment (at the end of each term). Students may be identified as having SEND at other times, for example through illness or accident or by school medical checks; low or exceptional academic achievement in tests; individual teacher monitoring; parental concern and/ or the students themselves.

The process for identification and monitoring of SEND within school by teaching staff is set out in detail in **Appendix 1**.

- f) Each department has criteria to identify students who are experiencing difficulties with key skills in their subject or manifesting exceptional ability. The Learning Support Department should be informed about such students and their progress monitored in January and June.

Admissions

On application to the school, parents notify the Admissions Office and provide information (and externally-produced reports) of a student's particular learning difficulty. The Head of Learning Support reviews this documentation and gives allowances for extra-time as per JCQ guidelines. Prior to entrance to Year 7, the Head of Learning Support meets with the student and their parents to discuss the provision of support.

In the Junior School, the Head of Learning Support liaises with Mrs Bradshaw (Head of Junior School) to ensure that provision on entrance is acceptable.

In the Senior School, the Head of Learning Support liaises with Mr Burnie (Deputy Head Academic) and Mr Pickering (Assistant Head) to ensure that provision on entrance is acceptable. The entire cohort in Year 7 is assessed using standardised group tests for Reading, Spelling and Handwriting speed.

Delivery

Junior School

- a) Individual programmes of support will be devised by the class teacher in collaboration with the Learning Support Department and the Headteacher. This may include in-class support, small group support or, in some cases, individual support. **If a specific learning difficulty like dyslexia or working memory/processing problems is suspected, parents will be offered the**

choice of in-house testing without formal diagnosis but a clear indication of possible need, or external diagnostic testing.

- b) Should the child's difficulties persist or if she is not responsive to the provision made by the school, additional advice may be sought from outside agencies. The school may direct the parents to visit an outside specialist agencies such as an educational psychologist, paediatrician, speech and language therapist, **for a diagnostic assessment and support.**
- c) Should any outside agencies, such as educational psychologists, be involved then their advice on specific points of delivery will be considered for incorporation in the individual programme of study.
- d) In some cases, children will be receiving help outside school from specialist tutors or medical practitioners and therefore some liaison between school and those interested parties will be necessary.
- e) Extra tuition in small groups takes place in reading and mathematics for children who display transitory difficulties in these areas.

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- f) At the end of the year, the Head of Learning Support will liaise with the pupil's current teacher and together they will make recommendations as to potential provision for the next academic year. This will be passed on to the pupil's new teacher for September.

Senior School

- a) The process for monitoring pupils with SEND within school by teaching staff is set out in detail in **Appendix 1**.
- b) Each teacher has a duty to be aware of students in her/ his care with special educational need and to provide appropriate content, materials and support in lessons and for homework.
- c) Department schemes of work should take the school's range of ability into account.
- d) The SEND Register will be updated each September and January, circulated to the Senior Management Team, Heads of Years, and HoDs and shared at Staff meetings.

Delivery of Exam Access Arrangements (EAA)

- a) The SENCO will block test the year 10 cohort during the first term using up to date standardised literacy tests. This will identify any pupils who may need exam access arrangements. The SENCO will conduct further tests and make recommendations based on JCQ criteria. The SENCO will liaise with parents, pupil and exams officer as to appropriate arrangements. The SENCO will complete a Form 8 and, with the Exams Officer, enter the pupil for arrangements using the JCQ on line system.
- b) Students in year 12 who have received EAA for GCSE, will be reviewed by the **Head of Learning Support** to ensure that testing and results are compliant with JCQ requirements.
- c) If parents commission a private report it is up to the **Head of Learning Support** and Head of Centre as to whether they accept the findings of the report in line with JCQ guidance. Parents to be made aware that having a diagnosis of a need is no guarantee of an award of EAA.
- c) Teachers to supply evidence of need so that the **Head of Learning Support** can build up a substantial picture of the normal way of working for a pupil.
- d) The **Head of Learning Support** to review each pupil's EAA and calibrate where necessary in consultation with the Exams Officer, pupil and parents.

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- e) Students in KS3 who may require EAA will be accommodated to the best of the ability of the school.

Provision /Resources

The teacher is the most important provider/ resource but may be supported by:

- a) Recommendations from **an** educational psychologist's report, where appropriate.
- b) Enrichment/extension materials.
- c) Accommodation – Learning Resource Centre, IT Suite, **Learning Support Room**
- d) Appropriate additional tuition.
- e) Individual Pupil Profiles.
- f) Pupil provision maps.

g) Up to date standardised test materials.

Evaluating SEND

- a) Is each teacher aware of:
 - the pupils on the register whom they teach?
 - the procedures for identification, monitoring and supporting pupils with learning support needs?
- b) Is each pupil aware of the support available in school for learning needs?
- c) Are parents aware of - and making use of - the procedures available for pupils with learning support needs

The school's partnership with students and their parents

The school prides itself on the personalised support it provides to students with particular learning difficulties; consistent and clear communication with parents ensures that this support network functions robustly.

- a) The Head of Learning Support meets regularly with parents to discuss students' provision maps.
- b) Parents are contacted regularly (phone or email correspondence) by the Head of Learning support, who provides updates on students' progress.
- c) The Head of Learning Support initiates contact between parents and external agencies if there is evidence of additional need. The Head of Learning Support acts as an intermediary in further correspondence between parents and the external agencies, who include:
 - i. Educational Psychologists
 - ii. Occupational Therapists
 - iii. Speech and Language Therapists

APPENDIX 1**TEACHER-BASED IDENTIFICATION OF PUPILS WITH SEN - JUNIOR AND SENIOR SCHOOL**

1. When a member of staff has concern about a pupil's progress or behaviour, such information should be passed on to the pupil's Head of Year or Head of Learning Support
2. As appropriate, the Head of Learning Support will invite comments from other teachers of that pupil by circulating emails and checklists amongst the relevant staff. The Head of Learning Support will collect information from the school records - MIDYS scores, previous exam results and reports, as appropriate. The form tutor, Head of Year and School Nurse will be asked to add any comments where relevant.
3. If, in the opinion of the Head of Learning Support, the concerns raised have validity, they will contact parents to elicit their view on their child's needs and, if relevant, to ask permission to conduct in house testing.
4. The Head of Learning Support will decide on an appropriate course of action after discussion with the parents and, wherever possible, the pupil herself and testing. It may be decided that no further action is necessary but the pupil kept under review for a specified period of time. The pupil will be identified on the SEND register as 'concern' but will be removed if no issues are raised after two academic terms. Where a specific learning difficulty is suspected, the school may recommend referral to outside agencies for testing.
5. The Head of Year, Head of Learning Support, parents and pupil may decide that further support and action is needed. In the Senior School, a pupil profile will be written for staff identifying the student's strengths, weaknesses and potential strategies to use within the class room. A provision map will be drawn up identifying all the provision and strategies additional to and different from that which is offered through a differentiated classroom, used to aid that student overcome their barriers to learning. The provision map will be regularly reviewed by the **Head of Learning Support** and opinions from the pupil and parents are essential in structuring the provision for that student.
5. The Head of Learning Support will monitor the effectiveness of strategies and provision in place for that student through meetings with departments, HOYs, teachers and the student. Where appropriate, the Head of Learning Support will aim to observe the teaching of the pupil to monitor the effectiveness of the provision.

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6. After an agreed period of provision the pupil may no longer need specific provision other than usual differentiation within the class. On agreement with parents, pupil and relevant staff, the pupil will be removed from the SEND register and documents retained on file.

Arrangements for pupils with a LEA statement of special educational need or Education Health and Care Plan

A statement specifies the special educational provision the pupil should have. Croydon High School recognises its duty to arrange the provision specified and the Learning Support Teacher will expedite this as necessary. This may include one to one support, continued assessments of progress, special access arrangements provision and necessary INSET for teaching staff in connection with the specific needs of the pupil. In the case of an Education, Health and Care Plan (EHC), funding for provision may be part of the individual budget to be spent by parents as they wish. Therefore, the school will facilitate the parents buying in external services such as Occupational Therapists, Speech and Language Therapists. However, it is up to the parents to source and handle the payment of such professionals in line with the LEA's Local Offer. Regular reviews will be carried out in accordance with the SEN Code of Practice 2015 and communication with other care providers and Croydon LEA.

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