



COLLEGIATE

INDEPENDENT CO-EDUCATION
FROM NURSERY TO SIXTH FORM

Policy Title: **Learning Support Policy (Whole School)**

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Author: Director of Learning Support (Whole School)

References:

- SEND Code of Practice: 0-25 years (2020)
- Keeping Children Safe in Education (KCSIE) (2024)
- Working Together to Safeguard Children (2024)
- Supporting Pupils at School with Medical Conditions (Update 2017)
- Children and Families Act (2014)
- The Children Act (1989)
- Teachers' Standards (July 2011, updated December 2021)
- The Equality Act 2010
- Equality Act 2010: advice for schools (2018)
- The Mental Capacity Act Code of Practice (Updated 2020)
- The Children Act 1989
- Admissions Policy (Whole School)
- Behaviour Policy (Senior School)
- Behaviour Policy (Prep School)
- Child Protection & Safeguarding Policy (Whole School)
- Complaints Policy (Whole School)
- Curriculum Policy (Senior School)
- Curriculum Policy (Prep School)
- Disability and Equality Policy (including Accessibility Plan) (Whole School)
- Equal Opportunities Policy (Whole School)
- High Achievers' Policy (Senior School)
- High Achievers' Policy (Prep School)
- Marking and Formative Feedback Policy (Senior School)
- Marking and Formative Feedback Policy (Prep School)
- Reporting Policy (Senior School)
- Reporting Policy (Prep School)
- Provision for Pupils with English as an Additional Language Policy (Senior School)
- Provision for Pupils with English as an Additional Language Policy (Prep School)
- PSHE Policy (Senior School)
- PSHE Policy (Prep School)
- Complaints Procedures (Whole School)

Version	Date	Amendments
V1.1	21.07.2022	Amalgamation of Senior and Prep School policies to create one whole school Learning Support Policy
V1.2	08 / 2024	Reviewed, no changes.

This policy is made available to parents on the school web site. It is available to the Staff at the School on the school network. Content of this policy is directly discussed with new staff upon induction into the School.

Collegiate School is committed to child protection and the safeguarding of children and young people. We expect all staff, visitors and volunteers to share this commitment.

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Introduction: key statement, values and principles

Collegiate School is an independent co-educational school for pupils aged from 3 to 18 years. Our ethos is 'Education for Life' and our core values place strong emphasis on family. We pride ourselves on being a school 'for the whole family', fostering a spirit of partnership and inclusivity with the child at the centre.

At Collegiate School we believe that:

- all children are individuals who have the potential to become effective and efficient learners;
- all achievements should be recognised and celebrated;
- staff should create a safe place where children feel they can take risks with their learning;
- when obstacles need to be overcome, this should be regarded as an opportunity, not a threat;
- a spirit of inclusivity and respect for difference should be fostered and celebrated;
- staff should provide a rich learning environment where the following are nurtured: resilience, self-confidence, empathy, perseverance, respect, enjoyment, creativity, effective communication.

Collegiate School aims to:

- Provide opportunities for all pupils to fulfil their full potential in all areas: academic, creative, sporting and social.
- Encourage a spirit of service in all pupils, so that they become confident, respectful and responsible citizens.
- Prepare pupils for effective participation in higher education and employment, providing opportunities for leadership and encouraging initiative and independence.

This Learning Support policy supports the school's aims and outlines the provision made for pupils who require additional support to access the curriculum.

Collegiate School has high expectations of and aspirations for all pupils. All staff are committed to providing every opportunity to enable all pupils, regardless of any additional need, to achieve their full potential in a positive learning environment.

Collegiate School recognises that those who may benefit from additional support include:

- Pupils with a clearly defined special educational need or disability relating to:
 - communication and interaction (e.g. Autistic Spectrum Disorder);
 - cognition and learning (e.g. dyslexia, dyspraxia, dyscalculia);
 - social, emotional and mental health needs (e.g. Attention Deficit Disorder);
 - sensory processing/physical needs (e.g. hearing/visual impairment, physical difficulty).See Appendix 1 for more detail.
- Pupils without a defined special educational need or disability, but who may benefit from additional support to boost their academic or pastoral progress.

This policy has been formulated with regard to the Equality Act 2010, Special Educational Needs and Disability Regulations 2014, the Children and Families Act 2014 and the Teaching Standards 2021. It responds to the SEND Code of Practice: 0-25 Years, which was introduced by the government in 2014 and updated in April 2015 and in 2020. As an independent school, Collegiate School endeavours to provide suitable education for all pupils within the school as best as we can and with the resources available, showing due regard for the Code of Practice and related legislation.

Definition of Special Educational Needs

This policy follows the definition of SEND as set out in the SEND Code of Practice: 0-25 years. The following explains the terms that may be useful when defining pupils who require learning support and those with SEND.

SEN refers to a Special Educational Need. “A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age, this means he or she has a significantly greater difficulty in learning than the majority of others 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 ...” (SEND Code of Practice: 0-25 years).

There are four main categories of SEND, which highlight four broad areas of need (see Appendix 1 for more detail). It is important to recognise the wide spectrum of need within each of these.

Communication and Interaction	Cognition and Learning	Social, emotional and mental health difficulties (SEMH)	Sensory and/or physical needs.
Speech, Language and Communication Needs (SLCN) Autistic Spectrum Disorder (ASD)	Specific Learning Difficulties (SpLD) Moderate (MLD), Severe (SLD) or Profound and Multiple Learning Difficulties (PMLD)	ADD (Attention Deficit Disorder); ADHD (Attention Deficit Hyperactivity Disorder); Attachment Disorder; Anxiety Disorder; Disruptive Disorder	Hearing (HI), Visual (VI), Multi-sensory Impairment (MSI). Physical Disability (PD)

(SEND Code of Practice: 0-25 years, 2015).

AN refers to an Additional Need. This is not identified as a SEN but a need that is creating a barrier to learning. This could include a social need.

SEND as a broader term refers to an additional or special educational need, or a need arising from a disability that requires service additional to that normally offered in school. (If a pupil has a disability, this policy should be read in conjunction with the school's Disability and Equality Policy).

A pupil should not be regarded as having a learning difficulty because “the language or medium of communication of the home is different from the language in which he or she is or will be taught.” These pupils, and pupils with English as an Additional Language (EAL), may, however, require classroom differentiation to fully access the curriculum.

A pupil who finds a particular subject difficult does not necessarily have a learning difficulty or SEN. There will be differences in the speed in which pupils learn, their problem-solving skills and their general ability. These do not equate to SEN. It is the responsibility of subject teachers to ensure that any difficulties within aspects of a specific subject are supported appropriately within the classroom (see Appendix 2).

Learning difficulties may affect high ability pupils, sometimes only becoming apparent when the demands of the curriculum become greater (e.g. the start of secondary school). Difficulties may arise at any stage during a pupils' educational journey. (Please refer to the High Achievers Policy.)

Behavioural difficulties do not necessarily mean that a pupil has SEND and will not automatically lead to them being registered as such. Children who present challenging

behaviour may have an unidentified SEND, however, so the school will endeavour to identify these in appropriate ways.

Aims and Objectives

- To work in accordance with the guidance provided in the SEND Code of Practice: 0-25 Years, the Equality Act 2010, and the Special Educational Needs and Disability Regulations. Where possible and appropriate, school systems, procedures, facilities, buildings and services will be reviewed, monitored and revised to comply with the above legislation (please also see Disability and Equality Policy).
- To promote good practice in the identification, provision and monitoring of pupils with SEND and AN.
- To identify barriers to learning at the earliest opportunity.
- To ensure that provision is appropriate to individual needs and to review this provision regularly to maximise the opportunity for progress.
- To consider the views of pupils and their parents when planning provision and to maintain regular communication with parents regarding pupil progress.
- To ensure that all necessary staff know which pupils have additional needs and understand how to support these pupils within the classroom. (See also identification, assessment and referral process section of this policy.)
- To ensure that the Learning Support Department, Senior Management Team (SMT) and all teaching and support staff work closely with each other, with parents and with external agencies to support the needs of individual pupils.
- To enable pupils with SEND and AN to have access to the vast array of activities on offer, so far as is reasonably practicable. (See Inclusion section of this policy.).
- To offer all staff access to training and advice that supports quality teaching and learning of all pupils, including those with SEND and AN.
- To prepare pupils for effective engagement in the next stage of their education, encouraging initiative, independence, and opportunities for leadership.

Responsible Persons

The Headmaster has overall responsibility for Learning Support across the whole school, ensuring that the school complies with legislation relating to SEND. Working closely with the Director of Learning Support, the Headmaster keeps the governing body informed of SEND issues and provides an annual Learning Support review to the governors regarding SEN provision and the effectiveness of the school's work with pupils with AN.

The Head of the Prep School is responsible for all aspects of the Prep School's work, including provision for pupils with special educational needs. Specifically, the Head of Prep School will:

- Keep the governing body informed about SEND issues
- Work closely with the Director of Learning Support and the Prep School SENDCo
- Deploy all special educational needs personnel within the school
- Monitor and report to governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole.

The Director of Learning Support is responsible for SEND provision across the whole school. This involves working in collaboration with the Headmaster, the Head of the Prep school, the Prep School SENDCo and all teaching and support staff to ensure pupils are supported appropriately. The Director of Learning Support ensures all information regarding Learning Support is kept up to date and shows due regard to the SEND Code of

Practice. Should a pupil require further diagnostic assessment (either internal or external), the Director of Learning Support will advise on the most appropriate course of action.

The Prep School SENDCo is responsible for overseeing the day-to-day operation of the School's Learning Support policy and coordinating the provision for pupils with special educational needs. This includes advising class teachers on appropriate strategies; liaising with parents, outside agencies and other schools as necessary; managing the Prep school's Learning Support register and contributing to the in-service training of staff

Every teacher is *responsible* and *accountable* for the progress and development of the pupils in their class, including where pupils access support from the Learning Support department (See appendix 5 - Teacher Standards 2012.) It is the responsibility of the classroom teacher to co-ordinate the day-to-day provision of pupils within their classroom (SEND Code of Practice 0-25 years, 2015). Every effort must be made to provide for the pupil before referral to the Learning Support department. Professional guidance may be sought and provided by the Director of Learning Support or the Prep School SENDCo to help colleagues maintain high quality teaching for pupils with SEND.

Teaching Assistants, working in partnership with the Director of Learning Support, the Prep School SENDCo and individual subject/class teachers, are responsible for supporting pupils who have been identified as having SEND or an AN. This support may take place in the classroom or on a withdrawal basis.

5. Admission and Inclusion

Collegiate School is a selective independent school, which accepts boys and girls from nursery to 6th Form. This part of the policy should be read alongside the admissions policy, which sets out the process for application and acceptance into Collegiate School.

Admission to Collegiate School

Collegiate Senior School accepts pupils from the age of 11 years. All pupils who wish to join the Senior School sit an entrance examination. The results of this are considered alongside information from primary schools, parents and outside agencies to ensure that Collegiate School is able to offer the pupil the best educational experience.

Collegiate Prep School accepts pupils from the age of 3 years. Assessment for pupils who wish to join Collegiate Prep School is outlined in the Admissions Policy. When making an application, it is important that relevant SEND information is provided to ensure that Collegiate is able to offer a pupil the best educational experience possible.

The school operates an equal opportunities policy in which all pupils with SEND and AN are afforded the same rights as other pupils.

Collegiate School is aware of its anticipatory duty and the need to make reasonable adjustments for individual pupil needs.

Should a difficulty be suspected or identified, parents/guardians are consulted by letter, telephone call, email or meeting, by the Director of Learning Support. Parents are requested to confirm permission in writing for a diagnostic assessment to be conducted, should it be required. (See Identification section of this policy)

All pupils are given the opportunity to access the full curriculum. In some circumstances it may be recommended that a pupil is withdrawn from a subject or part of a subject to ensure that they make the necessary progress to reach their full potential. This

recommendation will be based on prior evidence and/or information gathered from subject teachers.

Collegiate School adopts a whole school approach to SEND and AN, which involves all staff adhering to the SEND Code of Practice: 0-25 Years. The onus is on the classroom teacher to provide differentiated activities that enable all pupils to make good progress regardless of age and/or ability. All staff at Collegiate School have high expectations of and aspirations for all pupils and are fully committed to helping pupils to reach their full potential. Staff recognise the importance of identifying, assessing and providing for the needs of all pupils in the school. (See Appendix 2)

All pupils are encouraged to partake in the school's wider curriculum, regardless of ability or learning need.

Specialist SEN provision and arrangements

Learning support lessons are available to pupils throughout the whole school. These lessons provide additional support for any pupil who requires assistance accessing the curriculum.

The provision offered to a pupil is usually one or two lessons per week. Lessons are offered on an individual or small group basis, depending on individual need.

Working closely with pupils and their parents, the Director of Learning Support/Prep School SENDCo devises a programme of support tailored to pupil's individual needs. In addition to specified targets, lessons endeavour to build self-esteem and self-confidence and give pupils opportunities to develop awareness of the strategies that work for them. A balance is struck between the use of structured interventions to target specific underlying difficulties alongside curriculum support that encourages pupils to develop skills in practice. Pupils withdrawn for learning support lessons are tracked to ensure progress is being made. Tracking is based on identified targets as specified on their Individual Education Plan and involves regular assessment within the Learning Department alongside classroom assessment.

A Pupil Passport is devised for all pupils with an identified special educational need and a Learning Plan made for those who require additional support outside of the mainstream classroom. These are made with the input of pupils and their parents/guardians and shared with teaching staff to ensure appropriate strategies are used within the mainstream classroom. For students receiving additional support, the Learning Plan helps to keep parents informed about the support provided, further supporting a graduated response to learning support (see Appendix 2). All teaching staff have instant access to information about the pupils within their class through the school information management system (SIMS), enabling them to ensure appropriate support of all pupils within each class.

The Learning Support Department has a dedicated classroom in both the Senior and Prep Schools. These have been fitted with an interactive whiteboard, PCs and a range of dedicated resources covering a variety of needs.

Assessment resources are kept up-to-date so that they meet the requirements of the Joint Council for Qualifications (JCQ).

Within the Senior School, there is access to the ground floor of each school building; a stair lift that gives access to the first floor of the CCF building; lifts in the teaching and humanities blocks; disabled toilets at various locations throughout the school. The school regularly audits its disabled access arrangements and sites to provide as much disabled

access as possible. New builds and refurbishments pay due regard to building regulations and try to increase access to school facilities where possible.

The Prep School has a disabled toilet that is accessible for wheelchair users; there is a lift to enable movement between different levels in the school and a stair lift to gain access to the Computer Suite and the Science Laboratory. There are steps to the Learning Support Department; where these would make access to support lessons difficult, lessons and/or meetings may be taken in the adjacent library. Access to the playground from the main block has a slope; access to the Pre-Prep upstairs classrooms is not suitable for wheelchair users at the present time due to the nature of the listed building.

Details of the provision for pupils with EAL can be found in the Provision for Pupils with English as an Additional Language Policy.

Identification, assessment and referral process

Many pupils are already identified upon entry to Collegiate School from information provided by their previous school, parents and/or external agencies such as Educational Psychologists. Parents are asked to share this information with the school and invited to have an informal discussion with the Director of Learning Support to discuss a pupils' specific learning needs, should this be required (see Admissions Policy).

Where there is an identified area of SEND, parents are invited to meet with relevant staff. This could include the Head of the Prep School, Director of Learning Support, Prep School SENDCo and/or class/subject teachers in order to assess need and provision. Where provision is likely to exceed the funding available to the Foundation Stage, requests for Top-Up funding to provide additional resources may be made in conjunction with advice from outside agencies, Health care workers, Speech and Language therapists and the area SENDCo.

All pupils applying for the Senior School sit an entrance examination before entry to the school, which can help identify individual strengths and vulnerabilities.

Collegiate School aims to identify any learning need as soon as possible so that appropriate support can be organised promptly. The purpose of identification is not to label pupils, but to identify individual strengths and vulnerabilities so that barriers to learning can be removed. Identification of additional learning needs is considered a whole school responsibility, in which partnership with parents is key.

A pupil's needs may become apparent through:

- admissions procedures
- medical information
- existing assessments by specialist services, e.g. educational psychologist report or speech therapist report
- classroom and/or general observations
- assessment procedures (see Marking and Reporting Policy)
- screening procedures (CoPS tests (Year 1); Edinburgh Reading test (year 3); LASS tests (Year 4) Lucid Exact (Year 7, Year 9 and Year 12)
- through the expression of parental concerns
- specialist teacher assessment following referral to the school's Learning Support Department
- the child's own concerns shared with staff.

All new entry pupils (including those in Year 7 and Year 12) are screened during their first half term at Collegiate School. This screening process helps to identify strengths/vulnerabilities in literacy alongside SEMH concerns. It may flag up potential difficulties that have gone unnoticed in a pupil's previous school. If a pupil joins the school with an identified Learning Support need, parents are contacted prior to the transition so that a Learner Profile and appropriate plans for support can be made in advance.

All Year 9 pupils are re-screened during the Spring Term to support decisions relating to examination access arrangements.

Collegiate School aims to identify any learning need as soon as possible so that appropriate support can be organised promptly. The purpose of identification is not to label pupils, but to identify individual strengths and vulnerabilities so that barriers to learning can be removed. Identification of additional learning needs is considered a whole school responsibility, in which partnership with parents is key.

Collegiate School follows the SEND Code of Practice: 0-25 years' 'graduated approach' (See Appendix 2) with regard to the identification, assessment and review of pupils who require learning support. The four key actions are:

- **Assess:** The class/subject teacher, Director of Learning Support/Prep School SENDCo and other relevant staff analyse individual needs before identifying a pupil as requiring learning support. In some cases, further testing may be carried out.
- **Plan:** Parents are consulted regarding decisions around learning support lessons.
- **Do:** The plan, which has been designed to target specified areas of vulnerability, is put into place. Class/ subject teachers take responsibility for their pupils on a daily basis.
- **Review:** The effectiveness of support is reviewed in accordance with an agreed date and, where necessary, new targets made.

All pupils identified with an additional learning need are placed on SEND register so that staff are fully aware of the needs of the pupils within their classrooms.

All class/subject teachers use formative assessment to identify pupils who may require intervention. Such intervention will include differentiation within the classroom, in the first instance, followed by withdrawn learning support if it is considered necessary.

Teachers differentiate for pupils with additional learning needs as much as possible so that they can achieve to the best of their ability within the mainstream classroom. In accordance with the SEND Code of Practice: 0-25 years, this is done before referral to the Learning Support department (See Appendix 2).

If teachers have concerns regarding a pupil and have exhausted various methods to assist in the learning of the pupil, parents are contacted. Following the graduated approach, teachers then refer the pupil to the Director of Learning Support/Prep School SENDCo. This should be done by completing the Record of Concern form (see appendix 3) or via email and a follow up conversation with the Director of Learning Support / Prep School SENDCo.

Upon referral, communication will take place between the pupil's form/class/subject tutor, Head of House and Director of Learning Support/Prep School SENDCo. A round-robin (Appendix 4) will be sent to the referred pupil's teachers to see if there is concern across the curriculum or in isolated areas. Pupils will then be observed and/or screened by the Director of Learning Support/Prep School SENDCo who will liaise with parents as necessary. Assessment records and evidence from teaching staff will be considered and

parents will be contacted to discuss possible options, such diagnostic assessment and withdrawal lessons.

Parents will be contacted to discuss areas of concern so that recommendations can be made for a suitable course of action. If further assessment is considered necessary, the cost of this will be borne by the parents. Copies of external reports must be shared with the school so that the best support can be provided.

Whilst recommendations will be made, parents bear the overall responsibility for decisions about the management of their child's learning difficulty.

Evidence of differentiation and assessment should be kept by the classroom teachers and shared with the Director of Learning Support/Prep School SENDCo as necessary. In the Senior School, this evidence will be shared with the examinations officer as evidence for possible examination access arrangements. Records are added to SIMS where appropriate.

The progress of pupils with identified learning support needs will be reviewed regularly. Pupils who are withdrawn from lessons will be assessed regularly, with the results of assessments communicated to parents and staff. Learning Support reports are sent to parents as part of the normal school reporting system.

SMART targets will be used within the Learning Support department to measure on-going progress. Records of standardised reading and spelling tests, designed to provide a profile of pupils' attainment and progress, will be kept in the pupils' files and the school database. Staff can access this information in the Learning Support folder on the shared drive.

Collegiate Prep School compiles a central register detailing pastoral and educational details for all pupils. This working document is updated as necessary (such as when a new pupil joins the school/when needs become apparent). In relation to SEND, the central register will note that needs exist, but more detailed and specific information will be available on the Learning Support register.

The Learning Support register lists key information relating to pupils with SEND, including support provided. This working document is updated throughout the year.

Pupils who have been identified as having an additional learning need may be eligible to apply for examination access arrangements to complete public examinations such as GCSEs. The Director of Learning Support will liaise with parents and teachers with regard to assessment for exam access arrangements and evidence required to make a JCQ application.

The Director of Learning Support, in consultation with the Examinations Officer, will gather the relevant documentation and evidence required from staff to submit an application to the appropriate awarding bodies. Once assessments have taken place, the Director of Learning Support will complete the Form 8 (a document required by the JCQ) as necessary (See Appendix 5 Form 8 section). In accordance with the regulations set out by the JCQ, applications for examination access arrangements must be made within a set time. As the closing date for processing applications for examination access arrangements is in February of the year in which pupils are intending to sit their public examinations, evidence must be gathered early. Applications cannot be made after the closing date.

Access to the Curriculum and inclusion

Collegiate School takes a pro-active approach to ensuring that all pupils with SEND are fully included in school life. This is done through:

- An inclusive school ethos, in which the education and well-being of all pupils is a priority
- An appropriate, broad, balanced and differentiated curriculum
- Effective procedures for early identification of need
- A timetable that allows pupils with SEND and AN to have opportunities for additional support (either within individual, small group or whole class contexts).

Pupils with SEND and AN are encouraged to participate in the full curriculum.

Teachers differentiate to meet the needs of the pupils in their care, with teaching styles and groupings reflecting this approach.

Schemes of work, departmental policies and teacher planning reflect whole school approaches to teaching and learning and take account of pupils with additional needs.

For pupils with SEND or AN, provision will be made to match individual needs as much as reasonably possible.

Records of need and diagnostic assessment reports are kept on SIMS and pupils' folders within the Learning Support department. Class teachers can access these through SIMS or by contacting the Learning Support department directly. Medical records will be kept with the school nurse and in pupil folders.

Departmental responsibility

Class/subject teachers are responsible for supporting the individual educational needs of the pupils within their class. In the Senior School, Directors of Faculty (DoFs) and Heads of Department (HoDs) are responsible for individual educational needs provision in their subject areas.

Each department will give clear indications within their schemes of work where differentiation for SEND can take place. This will assist in providing evidence of the type of support given, rate of progress and outcomes.

The curriculum in any given subject area should meet the needs of all the pupils to whom it is delivered.

In the Senior School, it is the responsibility of the DoF and/or HoD to inform new staff about pupils in the department with additional needs or learning support requirements of all types. In the Prep School, the SENDCo will distribute this information.

The SMT member responsible for staff induction must ensure that new staff read this policy as part of their induction programme.

Before meeting a new class, all staff should make themselves aware of the pupils who have learning support needs and are on the SEND register. This information can be found on the shared drive in the Learning Support folder and class registers on SIMS.

It is the responsibility of each member of staff to make themselves aware of the individual needs of the pupils they teach. The names of the pupils currently identified as requiring learning support can be obtained from the SEND register, Pupil Passports and individual

learning plans which are available on SIMS. These are reviewed annually and updated as necessary.

Departments will review the progress of pupils with SEND and those on the SEND register on a regular basis. Exam results – both external and internal - of pupils with additional learning needs will be analysed and compared with others in the cohort to ascertain where progress has been made and where further intervention may be required. The Director of Learning Support is actively involved in Pupil Progress Reviews of all pupils on the SEND register, along with the Head of House and the Assistant Head of Curriculum. If a pupil who is not on the SEND register receives two or more below expected scores, the Director of Learning Support will work with subject teachers to ensure the appropriate support of that pupil.

Working with Parents

In accordance with guidance in the SEND Code of Practice, Collegiate School values the importance of effective dialogue between parents, staff and pupils. The school considers parents as partners in the pupil's learning and encourages parents to view themselves as such. The school actively seeks the involvement of parents in the education of their children and encourages parents to contact the Director of Learning Support/Prep School SENDCo if they have any concerns or would like to discuss their child's progress.

In accordance with the recommendations outlined in the Code of Practice, Parents/guardians/carers will be kept informed about their child's learning support need.

If the class/subject teacher has an initial concern about a pupil's progress, parents will be contacted by the class/subject teacher to discuss strategies. If a decision is being considered to move a pupil to the SEND register, parents will be invited to discuss a suitable plan of action with the Director of Learning Support/Prep School SENDCo first.

Parents will be consulted by the Director of Learning Support/Prep School SENDCo prior to pupil testing and advised as to whether involvement with an external agency is considered appropriate or necessary.

Collegiate School welcomes the involvement of parents in the planning and reviewing of specialist provision. The Director of Learning Support/Lower School SENDCo meet with parents of pupils receiving additional support at least three times a year and are readily available to all parents by email, telephone and attendance at parents' evenings.

To ensure clear lines of communication and accountability, in circumstances where parents have engaged additional private tuition and support outside of school, it is the responsibility of parents to inform the school (either the class/subject teacher or the Director of Learning Support/Prep School SENDCo) of any relevant information relating to this tuition. Direct correspondence between school and third-party providers of support will only be made following explicit agreement.

The school reserves the right, following consultation, to ask parents to withdraw a pupil from the school if it is felt that:

- the pupil's learning support needs require a level of support/medication that, in the professional judgement of the Headmaster/Head of the Prep School, the school is unable to provide, manage or arrange;
- the child is in need of a formal assessment, learning support or medication to which the parents do not consent;

- parents have withheld information from the school that would have made a significant difference to the school's management of their child's learning needs.

Working with outside agencies, including support services

Where necessary and appropriate, the school will seek support from and work closely with outside agencies such as (not an exhaustive list):

- The Educational Psychology Service
- Paediatric Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- Behavioural optometrists
- Sensory support services (hearing/vision impaired pupils)
- SENDCO network group
- CAMHS

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists with the permission of parents. Should payment for these services be required, this will be borne by the parents.

Transition

Early information on pupils who are planning to join Collegiate Senior School is considered an essential means of ensuring a smooth transition. Such information is gathered from:

- Open days and school visits for prospective parents and pupils
- Application forms, where SEND has been noted
- Specialist reports, such as diagnostic assessments and Educational Psychologist reports
- Entrance examination results
- Consultation with a pupil's previous school
- Parental communication

When pupils transfer to other schools, the Director of Learning Support/Prep School SENDCo will provide details as necessary. This may include assessments undertaken, provision and pupil strengths.

Pupils wishing to transfer from Collegiate Prep School to Collegiate Senior School are required to take an entrance examination in the Spring Term of Year 6. Where the Prep School can foresee a potential issue about the suitability of an Senior School placement, this will be discussed with parents and pupils prior to the entrance exam. This will allow sufficient time for parents to consider a range of different options.

For pupils transitioning from the Prep School to the Senior School, meetings are held with the Prep School staff to ensure a smooth handover of pupil information so that pupils are able to settle well in the different environment of the Senior School.

Where possible, all information from schools/parents/external agencies will have been gathered prior to any pupil from another school entering Collegiate.

Reviews, school reports and any other available data will be in place for pupils transitioning between key stages.

Staff Development

Continuing Professional Development opportunities will be identified by the Headmaster/Prep School Head in consultation with the Director of Learning Support and staff.

New staff, NQTs and PGCE pupils receive SEND training as part of their induction programme.

All staff will be advised on new additions and amendments to the SEND register and directed to information and documentation about the needs of pupils.

Staff are encouraged to develop understanding and expertise through training opportunities delivered by the Director of Learning Support/Prep School SENDCo and other specialists.

The Director of Learning Support/Prep School SENDCo keeps regular contact with other SENDCos in the local area as a means of sharing best practice.

Pupil Voice

The school works to ensure that pupils are fully aware of their individual needs and involved in the targets that are set for them. This includes contributing to their own targets, Pupil Passports and Learning Plans, which are shared with teachers across the school. Pupils are involved in decisions regarding their education as much as possible, allowing them to be at the centre of their learning, communicating to all staff how they learn best.

Local Offer

The local offer is to enable parents and young people to see what services are available in the area and how to access them. It includes provision from birth to 25 years old, across education, health and social care. Bristol's Local Offer may be found at:

<https://www.bristol.gov.uk/web/bristol-local-offer>

It is up to the Local Authority to publish a local offer and should parents require this, then they must approach the Local Authority.

Evaluating Success

The success of the implementation of this policy will be evaluated through:

- Analysis of pupil attainment and progress as shown through formal tracking (see point 9.8 above)
- Response from pupils and their parents/guardians/carers
- Feedback from teachers and outside agencies

An annual Learning Support Department Review is produced to evaluate how the Learning Support policy is being implemented and to record achievements and successes. The Director of Learning Support, in consultation with the Deputy Headmaster will complete this.

Monitoring and review of policy and learning support review

The Learning Support Policy will be reviewed at least every 2 years.

The Governing Body, Headmaster, Prep School Head, Director of Learning Support (whole school), Prep School SENDCo, Senior Management Team and teaching staff will

be consulted regarding reviews to the policy and any feedback for and from the departmental review.

Availability

The Learning Support Policy is published on the school website. All staff have access to the policy and the review in the school's s: drive in the Policies and Procedures folder and also in the Learning Support folder.

Complaints procedure

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

If a parent/guardian/carer is dissatisfied with their child's SEND provision, they should, in the first instance, discuss this with the subject teacher/form tutor. If this is unsuccessful, the Prep School SENDCo and/or the Director of Learning Support should be contacted. Should an issue remain unresolved, the Headmaster/Prep School Head should be notified. The Complaints Procedure is available on the school website and copies may be obtained from the School Office on request.

Appendix 1: Four Categories of SEN – Broad areas of need

1. *Communication and interaction*, including:
 - SLCN (Speech, Language and Communication Needs)
 - ASD (Autistic Spectrum Disorder)
2. *Cognition and Learning*; when children learn at a sPrep pace than their peers, even with appropriate differentiation. They include:
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties – where children are likely to need support in all areas of the curriculum and associated difficulties as well as a physical disability or sensory impairment.)
 - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
 - SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
3. *Social, Emotional and Mental Health Difficulties*. They include:
 - Wide range of difficulties that manifest themselves in many ways, for example, becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADD (Attention Deficit Disorder)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - OCD (Obsessive Compulsive Disorder)
 - Attachment Disorder
4. *Sensory and/or Physical Needs*. These include:
 - Vision Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-sensory Impairment
 - Physical Disability

Appendix 2: Graduated Approach and Steps for Referral

*Teachers are responsible and accountable for the progress and development of **all** pupils in their class.*

Step 1 = Pupil needs help

Step 2 = high quality teaching, differentiation for individual pupil, liaise with pupil and parents to discuss best way of learning and what your expectations for the pupil are. Keep a written record of this. Also communicate with Form Teacher to check if concerns have been raised with parents from other subjects.

Step 3 = does the differentiation work? If yes, then continue with teaching and differentiation strategies being used and ensure evidence of progress/attainment is gathered. If no, move to Step 4.

Step 4 = Teacher seeks ideas from colleagues including Director of Learning Support and Heads of House. Teacher continues liaising with pupil, parents and form teacher.

Step 5 = Teacher uses different teaching and learning strategies gained from discussion with colleagues. If this works, continue with these strategies. If not, move to Step 6.

Step 6 = ROC form (see Appendix 3) sent to Director of Learning Support with evidence of differentiation strategies already used, information given to parents and assessments if applicable.

Step 7 = Director of Learning Support seeks formal information via referral forms from other subject teachers to gain a whole picture of progress in lessons.
(Teacher continues trying differentiation in class)

Step 8 = Director of Learning Support and/or HOH meet with parents and pupil
(not necessarily together)

Step 9 = observation of pupil; assessments for need undertaken to decide on intervention

Step 10 = Pupil placed on SEND register. Intervention takes place if needed for example, separate support sessions, movement in teaching groups, external agency involvement. Differentiation in class continues. On-going review of progress.

Assess:

- In identifying a pupil as needing support, the class/subject teacher should carry out a clear analysis of the pupil's needs. This should draw on the teacher's ongoing assessment and experience of the pupil and the pupil's previous progress and attainment. It should also draw on the pupil's attainment and progress in comparison with their peers and national standardised data, the views and experience of the parents, and the pupil's own views of his/her learning. Any concerns raised by parents should be taken seriously.
- Assessment should be reviewed regularly. This will help ensure support and intervention are matched to need and that any barriers to learning are overcome. Effectiveness of the intervention can also be developed.
- In some cases, there may already be external professionals or agencies involved with the pupil. If there is a need for external agency assessment, the Director of Learning Support/Lower School SENDCo will inform parents.

Plan:

- Where it is decided to provide the pupil with additional learning support in the Learning Support department, the parents must be advised and written permission gained. Parents should already be aware of learning differences due to the ongoing assessment above. The Director of Learning Support/Lower School SENDCo, in consultation with parents and pupil, the adjustments, interventions and support to be put in place, as well as expected impact on progress, development and in some cases, behaviour. A date for review should be provided.
- All teachers and support staff who work with the pupil should be made aware of needs (SEND register, Pupil Passports, Learning Plans).
- Support intervention should be provided by Learning Support staff.
- Parents to be kept informed and should reinforce and contribute to progress at home.

Do:

- The class/subject teacher should remain responsible for working with the pupil on a daily basis.
- Where interventions involve group or one-to-one teaching away from the main subject teacher, the subject teacher should still retain responsibility for the pupil. They should work closely with the Director of Learning Support/Lower School SENDCo and Teaching Assistants to plan and assess the impact of support/interventions and how these can be linked to classroom teaching.

Review:

- Effectiveness of the support should be reviewed in line with the agreed date.
- Impact and quality of support and interventions should be evaluated alongside the views of pupils and parents. This will inform the analysis of needs. Subject teachers, working with the Director of Learning Support, should revise support in light of pupil's progress and development, deciding if and when changes are necessary.
- Parents should be given clear information about the impact of support/interventions and should be involved in planning the next steps.
- Where a pupil has an Education and Health Care Plan (EHCP) then the local authority must review the plan as a minimum every 12 months. The school must co-operate with the LA.

- Monitor progress on a regular basis
- Has support been effective?
- Has progress been made at the desired rate?
- Review support arrangements and their impact.

4.

review

- Observations
- Information from pupils/families
- School tracking of pupil progress
- Pupil progress meetings
- School based informal and standardised assessment – identifying specific needs/level of need

1.

Assess



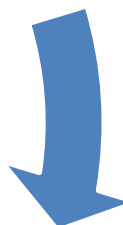
3. Do

- Ensure additional/different provision is given consistently over a short time and then review.
- Ensure that taught skills are used in the classroom
- Ensure staff are trained and confident
- Ensure communication systems are in place to enable all staff to be aware of the focus of additional support/ongoing outcomes



2. Plan

- Classroom environment
- Differentiation
- Awareness and adjustment
- Match pupils needing support to provision
- Record additional support
- Monitor and evaluate intervention



Appendix 3: Record of Concern – referral form

Name of Pupil:	Class/subject:
Teacher/person referring pupil:	Date:
Difficulties/reason for referral:	
Have you discussed your concerns with the pupil and parents? What plan for improvement was agreed?	
What strategies for differentiation have you used in class with the pupil? (please attach examples where possible)	
Have the plan and strategies worked? Has progress been made from the original assessments that caused your concerns?	
Current level of attainment:	
Current rate of progress against prior attainment and/or peers:	
Behaviour/Effort in lessons:	

Appendix 4: 'Round-robin' request for information form

Name of Pupil:	Class/subject:
Teacher:	Date:
Difficulties/reason for request for information:	
Teacher comments:	
<ul style="list-style-type: none">• Homework:• Organisation:• Behaviour/effort:• Attention:• Current level of attainment:• Rate of progress against ability, prior attainment and/or peers:• Communication with pupil/parents	
Has any differentiation taken place in lessons to help the pupil if needed? If so, please give examples.	

Appendix 5: Form 8 for exam access

The section below needs to be completed by the SENDCO with *evidence* from subject teachers of the 'normal way of working' both in class, assessments and examinations.

Parts 1, 2 and 3 of Form 8 must be **used** for recording the evidence required for an on-line application using Access arrangements online (**see page 1 for the list of qualifications**) for a candidate **with learning difficulties**, which results in **a substantial and long- term impairment** and who requires one or more of the following access arrangements: **25 extra time, extra time of up to 50% or a scribe. In addition, Form 8 must be used for all candidates who require a Language Modifier**

Teachers must provide evidence that the arrangements are being used in the classroom as well as in assessments and exams.

Part 1

Candidate's name:

This section must be completed by the SENCo, or the assessor working within the centre, and given to the assessor before the candidate is assessed.

Within this section you must paint a picture of the candidate's needs - see section 7.6.1 of the JCQ publication Access Arrangements and Reasonable Adjustments.

For example, reference should be made to:

- the history of difficulties, for example, with the development of literacy skills;
- the results of screening tests;
- individual education/learning plans in place for the candidate;
- school reports;
- pupil tracking data;
- information reported by subject teachers and/or support staff.

If the candidate's first language is not English, you must show that he/she has underlying difficulties in their first language. The candidate's difficulties **must not** be due to their limited acquisition of the English language. **Please record this information under Part 1 – 'Any other relevant information'.**

Part 1 – answer the three key statements

What is the candidate's history of difficulties?

What are the candidate's current difficulties in the classroom, tests and examinations?

What support and adjustments are in place for the candidate in the classroom, tests and examinations?

Any other relevant information

Appendix 6: Teaching Standards

<u>Q1 Set High Expectations which inspire, motivate and challenge</u>
Q1 (A) Establish a safe and stimulating environment for pupils, rooted in mutual respect. Q1 (B) Set Goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. Q1 (C) Demonstrate consistently the positive attitudes values and behaviour which are expected of pupils.
<u>Q2 Promote good progress and outcomes by pupils</u>
Q2 (A) Be accountable for pupils' attainment, progress and outcomes Q 2 (B) Be aware of pupils capabilities and prior knowledge and plan teaching to build on these. Q2 (C) Guide pupils to reflect on the progress they have made and their emerging needs Q 2 (D) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. Q 2 (E) Encourage pupils to take a responsible and conscientious attitude to their own work and study.
<u>Q3 Demonstrate good subject and curriculum knowledge</u>
Q 3 (A) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. Q3 (B) Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship Q3 (C) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. Q3 (D) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics Q3 (E) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
<u>Q4 Plan and teach well-structured lessons</u>
Q4 (A) Impart knowledge and develop understanding through effective use of lesson time. Q4 (B) Promote a love of learning and pupils' intellectual curiosity. Q4 (C) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. Q4 (D) Reflect systematically on the effectiveness of lessons and approaches to teaching. Q4 (E) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
<u>Q5 Adapt teaching to respond to the strengths and needs of all pupils</u>

Q5 (A) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.

Q5 (B) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.

Q5 (C) Demonstrate awareness of the physical, social and intellectual development of pupils and know how to adapt teaching to support pupils' education at different stages of development.

Q5 (D) Have a clear understanding of the needs of pupils including those with special educational needs; those with EAL; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.

Q6 Make accurate and productive use of assessment

Q6 (A) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

Q6 (B) Make use of formative and summative assessment to secure pupils progress.

Q6 (C) Use relevant data to monitor progress, set targets and plan subsequent lessons.

Q6 (D) Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

Q7 Manage behaviour effectively to ensure a good and safe learning environment

Q7 (A) Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in the classroom and around the school in accordance with the school's behaviour policy.

Q7 (B) Have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise sanctions and rewards consistently and fairly.

Q7 (C) Manage classes effectively using approaches which are appropriate to pupils' needs in order to involve and motivate them.

Q7 (D) Maintain good relationships with pupils exercise appropriate authority and act decisively when necessary.

Q8 Fulfil wider professional responsibilities

Q8 (A) Make a positive contribution to the wider life and ethos of the school

Q8 (B) Develop effective professional relationships with colleagues knowing how and when to draw on advice and specialist support

Q8 (C) Deploy support staff effectively.

Q8 (D) Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues.

Q8 (D) Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues.

Appendix 7: Learning Support Staff and responsibilities

- **The Headmaster: Mr Jeremy McCullough** – overall responsibility for Learning Support in the school. Works closely with Director of Learning Support and delegates responsibility. After consultation with the Director of Learning Support, the Headmaster will also update the Governing Body and Senior Management on any Learning Support and SEN issues, progress and concerns.
- **The Head of the Prep School: Mr David Edwards** is responsible for all aspects of the Prep school's work, including provision for pupils with special educational needs.
- **The Director of Learning Support: Mrs Joanna Blair** is responsible for SEND provision across the whole school. This involves working in collaboration with the Headmaster, the Head of the Prep school, the Prep School SENDCo and all teaching and support staff to ensure pupils are supported appropriately. The Director of Learning Support is the point of contact for parents, teaching and support staff regarding any Learning Support and SEN issues, including examination access arrangements. The Director of Learning Support ensures all information regarding Learning Support is kept up-to-date and shows due regard to the SEN Code of Practice.
- **The Prep School SENDCo: Mr Owen Harris** is responsible for Overseeing the day-to-day operation of the Prep School's Learning Support policy
- **Learning Support Teaching Assistants: Mrs Rachel Power, Mrs Karen Bark, Mr Jack Crew and XXXXX** work in partnership with the Director of Learning Support/Prep School SENDCo and individual subject teachers to provide high level support to pupils both in class and in withdrawn support lessons within the Learning Support Department.
- **Every teacher** is responsible for the learning support needs of pupils in their classroom, including where pupils access support from the Learning Support department (See appendix 6 - Teacher Standards 2012.)
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