KING EDWARD'S SCHOOL POLICY DOCUMENT

Title: Learning Support Policy

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Staff Responsibility	SENCO

Learning Support Policy

Introduction

King Edward's School, Bath ('the School') is committed to the equal treatment of all pupils including those with special educational needs ('SEN') and disabilities. The School works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision;
- not treating disabled pupils less favourably than their peers;
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education;
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities; and
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the School has had regard to the following (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)*
- Equality Act 2010
- Children and Families Act 2014
- The Education (Independent School Standards) Regulations 2014
- Statutory framework for the Early Years Foundation Stage (January 2014)
- Early Years Guide to the 0 to 25 SEND Code of Practice (September 2014)
- ISBA Model Policy May 2023

* NB - whilst the SEND Code of Practice does not have direct application to the School (other than early years provision funded by the local authority), it contains useful guidance and best practice and will be taken into account by the School.

This policy should be read in conjunction with the School's Admissions Policy (available on the School website), Equal Opportunities Policy (Pupils), Accessibility Plan and Anti-bullying Policy.

Definition of special educational needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions;

A child under compulsory school age has a learning difficulty or disability if they would be likely to experience the above difficulties when of compulsory school age if special educational provision were not made for them.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's EAL Policy.

Definition of special educational provision

Special educational provision for children over two years old means educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Definition of disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN. However, the School recognises there is significant overlap between pupils with a disability and those who have SEN.

Governor and staff responsibilities

The governing body and its nominated governor are responsible for determining school policy and provision for pupils with SEN and disabilities.

The Head is responsible for overseeing all aspects of the School's SEN provision and keeping the governing body fully informed of the implementation of the School's policy in practice.

The Special Educational Needs Coordinator ('SENCO') responsibilities include:

- determining the strategic development of the SEN and disability policy and provision in the School, together with the Head and governing body;
- having overall day-to-day responsibility for the operation of the SEN and disability policy
- coordinating and monitoring the impact of specific provision for children with SEN and disabilities, including those who have Education Health and Care plans ('EHC Plan');
- ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN;
- ensuring that teachers are given any necessary information and/or training relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate;
- liaising with parents and ensuring parental insights are considered by the School to support their child's SEN and disability;
- liaising with the Lead Nurse and external professionals and agencies, as appropriate; and
- ensuring that the School keeps records of all pupils with SEN up to date.

The School's Learning Support Department consists of:

- The Whole School SENCO, who also has day-to-day responsibility for the Junior School and Senior School pupils;
- The Pre-Prep and Nursery school SENCO ;
- Four Learning Support Teachers (Junior and Senior School).

All teachers are responsible for identifying and helping to meet a pupil's needs (irrespective of

any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

Identifying and supporting pupils with SEN and disabilities

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN). However, where the School reasonably considers that a pupil may have SEN, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support. Where a teacher suspects or identifies that a child may have SEN, they should inform and consult the SENCO as soon as possible.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the SENCO is aware of their intentions and provide the SENCO with copies of all advice and reports received.

Parents are required to disclose to the School any matters which affect, or may affect, their child, including any disabilities, learning difficulties, health or medical conditions (see e.g. Admissions Policy and Terms and Conditions of the Parent Contract). Such information will be shared with the SENCO and relevant staff on a "need to know" basis."

If there are significant emerging concerns, or an identified SEN or disability, the School will follow the graduated approach described below to put appropriate special educational provision in place. This will take into account any advice from relevant specialists.

Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Parents are kept informed through regular contact which may be in the form of emails, phone calls and meetings with school staff (including, but not limited to: Form Teacher/Tutor, Head of Year, Head of Sector and SENCO). Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

Arrangements for special educational provision and support are made through the School's graduated approach to SEN support: **assess - plan - do - review**:

Assess: The School will carry out an analysis of the child's needs so that support can be matched to that need. A combination of formal, informal and ongoing assessments are used to build a picture of a pupils' ability. In consultation with relevant School staff, the SENCO may advise that more in depth assessments would be beneficial in understanding a pupil's ability and needs. This would be conducted under the support of the School and parents. Any specialist advice received will be discussed with the child's parents.

Plan: Where it is decided to provide SEN support, the teacher and the SENCO will agree in consultation with parents and the pupil (where appropriate, according to their age, maturity and capability) the adjustments, interventions, support and any teaching strategies or approaches

that are to be put in place. These will be recorded and stored electronically and securely in SIMS for all staff to access.

Do: Teachers will work closely with the SENCO to deliver, assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.

Review: The effectiveness of any support and its impact on the child's progress will be reviewed as required. Teachers, working with the SENCO, will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

The School recognises that some pupils with a SEN may also have a disability. The School will make reasonable adjustments for pupils with disabilities in line with their obligations under the Equality Act 2010.

Recording progress of pupils with SEND

The School will record the progress of, and any support for, pupils with learning difficulties or disabilities including where they have an EHC Plan. This will be recorded by way of an Individual Pupil Profile (IPP). This is drawn up in consultation with the pupil's teacher, the SENCO, the pupil (subject to their age and understanding) and their parents and kept on the SEND Register/Watchlist and SIMS.

The IPP contains key information such as:

- Teaching strategies;
- The additional, or different provision of, support in place;
- Involvement of any specialists or professionals;
- Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them; and
- The date the IPP was drawn up and when it will next be reviewed.

The IPP may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENCO. It will usually be reviewed at least annually.

The pupil (subject to their age and understanding), together with their parents and teachers may review the plan regularly and the pupil will be encouraged to take ownership of it and to set their own targets.

The School will measure the overall progress of pupils with SEND at the end of the various key stages such as at transition points (Pre-Prep to Junior, Junior to Senior), GCSE and A level to see whether they are making the expected progress (including how much progress they make compared with that of their peers) and to help identify whether the support measures in place are effective, and remain suitable to meet their needs, as they transition throughout the School.

Early Years Provision

The School acts in accordance with the provisions of the Early Years Foundation Stage ('EYFS') statutory framework and the Early Years guide to the 0-25 SEND Code of Practice at all times with respect to its early years provision. The designated teacher responsible for coordinating

SEN provision in the EYFS is the Pre-Prep SENCO. The Pre-Prep SENCO will work with class teachers and the Head of the Prep-Prep to ensure compliance with statutory requirements, guidance and advice in addition to thispolicy where it is considered that a pupil has (or may have) additional needs. This will include monitoring the progress of all pupils in the EYFS and early action and discussion when there are any concerns about a pupil's progress with the child's parents and/or carers with a view to seeking agreement about support for the pupil. It also includes considering whether a pupil has SEN or disability which requires specialist support or reasonable adjustments.

The School's SEN provision

The School's SEN provision currently includes, for example: in-class differentiation (including strategies outlined in the IPP), targeted interventions, learning support, additional specialist teaching, support from the SENCO and additional one-to-one lessons (the latter of which may be charged toparents).

Further aspects relating to SEND provision

Pupils with an EHC Plan

The needs of the majority of pupils with SEN will be met effectively through the School's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and/or the School have the right to ask the Local Authority to make an assessment of the child's education and healthcare needs to identify whether an EHC Plan is required. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Additional services that are needed to deliver the provision specified by the EHC Plan will usually be charged to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan (noting that there may be specific exceptions where parents have agreed to cover the cost of certain aspects of the provision). In all other circumstances charges for additional services may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School will co-operate with the Local Authority to ensure that annual reviews of EHC plans are carried out as required.

Three-year accessibility plan

A copy of the School's Accessibility Plan is available on the School's website or upon request by writing toPeter Brockwell (Estates & Facilities Manager).

This sets out the School's plan to increase the extent to which disabled pupils can participate in

the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Pupils with medical conditions

The School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children who have medical conditions may be disabled and where this is the case the School will comply with its duties under the Equality Act 2010. Such pupils may have an EHC Plan which brings together health and social care needs, as well as their special educational provision: the School will workin conjunction with the pupil, parents and external agencies and specialists in relation to the pupil's medical needs when at school.

Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupilsare taught through the curriculum, Jigsaw, PSHE and Learning for Life the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN and/or a disability may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN and/or a disability but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEN and/or disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and/or disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Entitlements to additional time and/or support in external and internal assessments

Children who have been diagnosed as having a SEN and/or disability may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Parents should speak with the SENCO with regard to any application for additional support or adjustments as soon as reasonably practicable. The SENCO will process applications for appropriate examination access following the regulations outlined by JCQ and the applicable exam board(s) and in conjunction with the Examinations Officer and Academic Deputy Head.

Consideration is also given to the needs of these children in internal assessments and reasonable adjustments are made where appropriate in liaison with the teacher and/or a member of the Learning Support Department. The evidence gathered can often be used to support subsequent applications for additional time and/or support in external assessments.

Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher or the SENCO if their child's progress or behaviour gives cause for concern.

Withdrawal

There may be circumstances where, after all reasonable adjustments and special educational provision have been made or considered, the School is unable to provide adequately for a child's SEN or disability. In this situation we may require parents to withdraw their child in accordance with the School's Terms and Conditions. Fees in lieu of notice will not normally be chargeable in these circumstances.

In such circumstances, the SENCO will work closely with the pupil and their family to support a transition to another setting.

Training and Development

Training needs are identified in response to the needs of all pupils. We have a number of staff with specific training in speech and language, literacy and numeracy interventions and pupils have access to fully trained counsellors.

The Whole School SENCO attends Senior School Heads of Department meetings and Pastoral Committee meetings and meets regularly with Senior School, Junior School and Pre-Prep managers, and supports staff from across the School in identifying and developing good practice,including through INSET day training sessions and new staff induction training.

The Pre-Prep SENCO attends Pre-Prep Staff meetings and regularly leads training sessions to support colleagues in meeting the needs of the Pre-Prep and Nursery pupils.

The School offers opportunities for staff to reflect on their Teaching and Learning practice and to offer peer-to-peer support and guidance.

Review

The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEN and/or disabilities.