

## LEARNING SUPPORT POLICY

### AIMS

The aim of this policy is to ensure that in Holy Cross College provides an inclusive educational environment.

1. To provide a broad, balanced, relevant and differentiated curriculum as a right for all children;
2. To identify children with SEN as early as possible through a variety of means and in consultation with appropriate personnel;
3. To ensure that all children with SEN feel valued and have a positive self-image;
4. To encourage parental involvement and co-operation between various external agencies in the diagnosis and treatment of pupils with SEN;
5. To offer experiences and opportunities which allow pupils to develop knowledge, understanding and skills which ensure progress, promote success and develop self-confidence;
6. To develop a system for recording continued assessment so that each pupil's performance can be monitored;
7. To promote the inclusion of all pupils with SEN into the mainstream classroom;
8. To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning for all;
9. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs;
10. To develop and utilise all resources in support of pupils with SEN.

EVERY TEACHER IS AN EFFECTIVE TEACHER OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

### Definition

*“Learning difficulty’ means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. ‘Special education provision’ means educational provision which is different from, or additional to, the provision made generally for children of comparable age.”*

(Code of practice 1998 paragraph: 1.4)

Partnerships are extended with parents and external agencies to promote the development of pupils

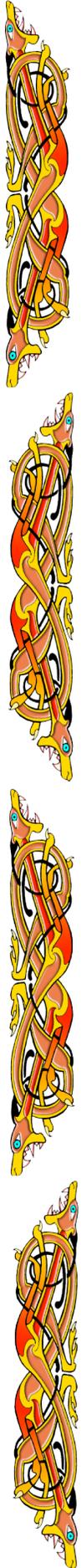
The fundamental objective of the school's Learning Support policy is to provide the supportive framework within which pupils requiring assistance are

- identified
- assessed
- assisted
- monitored

Special Needs encompass

- learning difficulties
- medical problems
- behavioural and emotional difficulties

**WE AIM TO IDENTIFY AND MEET THESE SPECIAL EDUCATIONAL NEEDS,  
WHICH CAN BE MILD TO SEVERE, SHORT OR LONG TERM**



## OBJECTIVES

- To implement support in line with the SEN code of practice.
- To request a statutory assessment when a child demonstrates significant cause for concern.
- To identify at the earliest opportunity using agreed school criteria those children with Special Educational Needs.
- To support staff/ departments/ learning areas to provide an appropriate level of support for pupils with special educational needs
- To provide an Individual Education Plan (IEP) for any child requiring learning support.
- To consult parents, the child and external agencies where necessary to provide appropriate support.
- To review IEPs with parents at least twice a year.
- To monitor success of the policy by analysing any data collected.

### **The role of the Learning Support department is to:**

- identify pupils with special needs including both the less able and the more able
- assess pupils identified by the Learning Support Department and by other departments
- support identified students in class via Classroom Assistants, or in small withdrawal groups
- work with classroom teachers/ departments/ learning areas to develop further their classroom methods of differentiation
- to ensure that students are suitably supported, extended and challenged
- provide training for staff on aspects of special needs
- provide advice on appropriate strategies to meet students' needs
- set up structures to monitor and report on the progress and development of individual students

### **Identification of Special Needs**

*Information is gathered from:*

- KS2 SATs / KS2 transfer information
- Psychology department WELB
- Reading Centre WELB
- Special Education Department WELB Statemented pupils
- Year 8 screening tests
- Referrals from Subject staff, Form Teachers, Heads of Years and parents
- Pupils Years 8 – 11 are given an annual Reading Test, (NFER)
- Spelling Test (Vernon)
- Cognitive Abilities Test (CATS) are conducted in Year 8 and 10

*This information is used*

- to identify students in need of support
- To place pupils on the Special Needs Register
- to produce Individual Education Plans (IEPs)
- to inform teachers in their planning of appropriate teaching and learning strategies

### Identification and Assessment of Special Educational Needs

*“It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.” (Code of Practice 1998 paragraph 2.14)*

- assessment (screening and diagnostic);
- observation by class teacher of the child's academic, social and personal development;
- communication with parents.
- Information from Social Services
- School Nurse
- Education Welfare Officers
- Educational Psychology
- WELB/CASS Outreach services
- Medical personnel (physiotherapists, occupational therapists, Child and Family Team)

### **Role of the Board of Governors**

*The BOG should:*

- ensure that all pupils' special educational needs are addressed;
- have regard for the Code of Practice;
- have regard for the school's SEN policy;
- ensure the policy is kept under review.

### **Role of the Principal**

*The principal should:*

- keep the Board of Governors informed about SEN issues;
- work in close partnership with the SENCo;
- where necessary liaise with parents and external agencies;
- delegate and monitor the SEN budget.

### **Role of the SENCo**

*The SENCo should:*

- co-ordinate the day to day provision of the school's SEN policy;
- liaise with and advise colleagues;
- co-ordinate provision for children with special educational needs;
- maintain the school's SEN register and oversee the records of all pupils with special educational needs
- liaise with parents of children with special educational needs;
- contribute to the in-service training of staff;
- liaise with external agencies.

### **Role of Class Teacher**

*The class teacher should:*

- be aware of the staged approach to special needs as outlined in the Code of Practice;
- gather information through formal and in-formal assessment/observation;
- differentiate classroom teaching;
- write and review education plans in consultation with the SENCo;
- liaise with the Special Needs teacher;
- manage stage 1 of the Code of Practice.

### **Role of the Parent**

It is the school's responsibility to inform parents of their child's special educational needs when the child's name is placed on the SEN register.

### **The Structure of SEN in Holy Cross College**

The Code of Practice sets out a five stage approach which Education and Library Boards, schools and all others, should have regard to when identifying, assessing and making provision for pupils with SEN. Responsibility for pupils within Stages 1-3 lies at school level (with close involvement of external agencies at Stage 3) and with the Board and school at Stage 5.





### Staffing

- Team Leader
- Deputy Team Leader
- Five Team Members
- Learning Support teacher
- Classroom Assistants

### Information to staff

- Pupil data is accessible to staff through SIMs and Shared area on RM Staff
- Information relating to strategies and conditions are available on RM Staff
- Testing enables pupils to be placed on the Special Needs Register at the appropriate stage. It also enables pupils to be selected for the various intervention programmes, with respect to Literacy and Numeracy at KS3.

### Learning Support provision

- The Learning Support Department in Holy Cross College offers literacy and numeracy support and intervention for pupils at KS3,
- small group and individual work.
- After school support
- The Learning Support Department acts as a resource for staff, providing guidance on appropriate strategies to meet individual needs.

### Exam concessions

The Learning Support team in conjunction with the Assessment team ensures that the appropriate examination concessions are granted for certain pupils at both KS3, KS4 and 'A/S' levels. These concessions vary from: a prompter, an amanuensis, a reader, use of modified exam papers, use of a word processor (IT), and extra time.

### SEN Register

Point of reference: 2.19 Code of Practice on the Identification and Assessment of Special Educational Needs (Record Keeping)

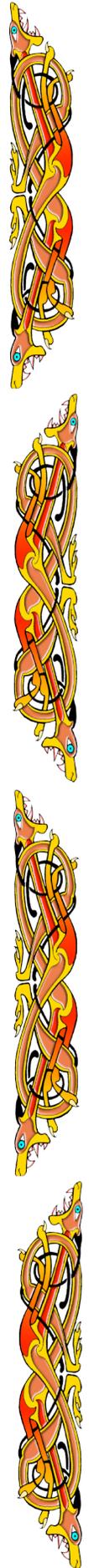
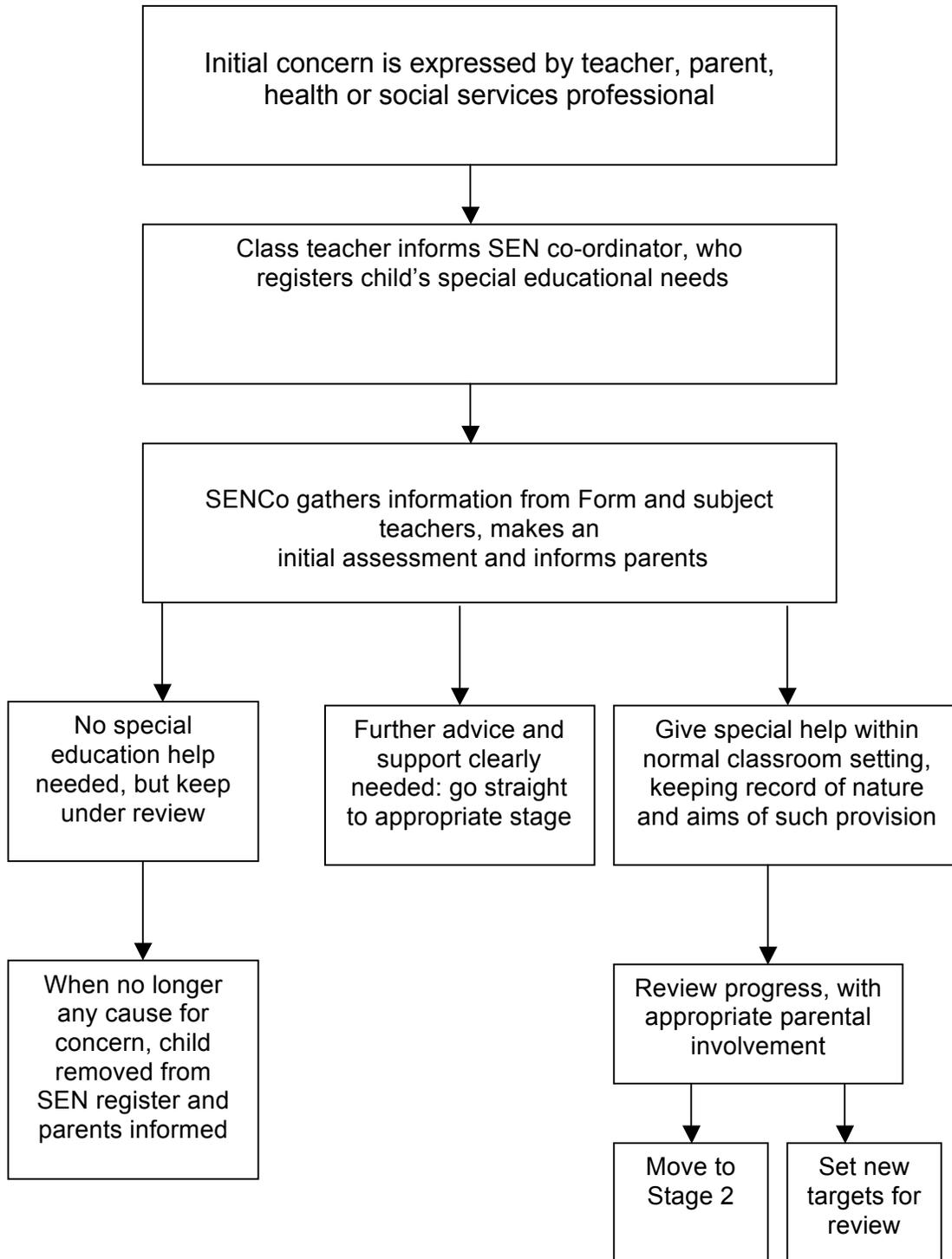
**'Schools should keep a register of all children with special educational needs, recording the steps taken to meet those needs and the progress which has resulted. The SEN co-ordinator should ensure that these records are properly kept and available as needed...'**

*The SEN Register includes the following details:*

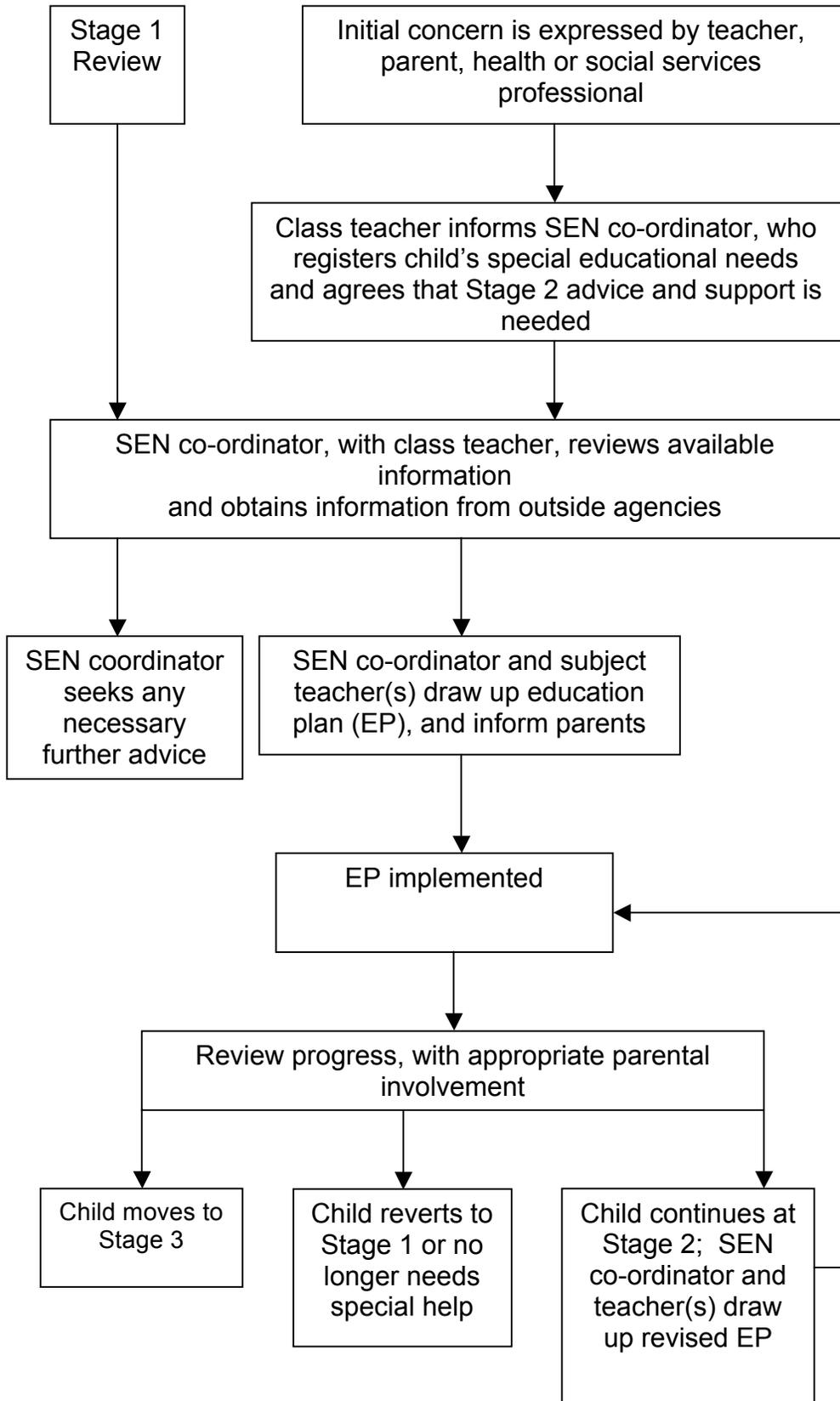
- Student's name, date of birth and year group
- Nature of SEN
- Date placed on Code of Practice
- Stage on Code of Practice
- Date placed on stage
- Indicate whether student has been psychologically assessed
- Outline of provision

**STAGES OF CODE OF PRACTICE**

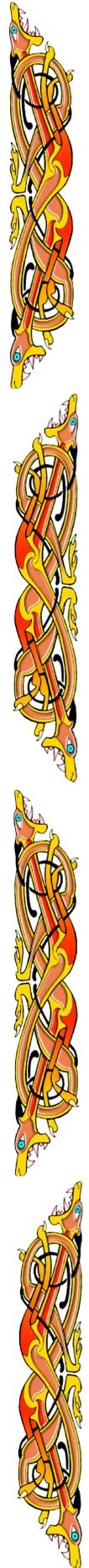
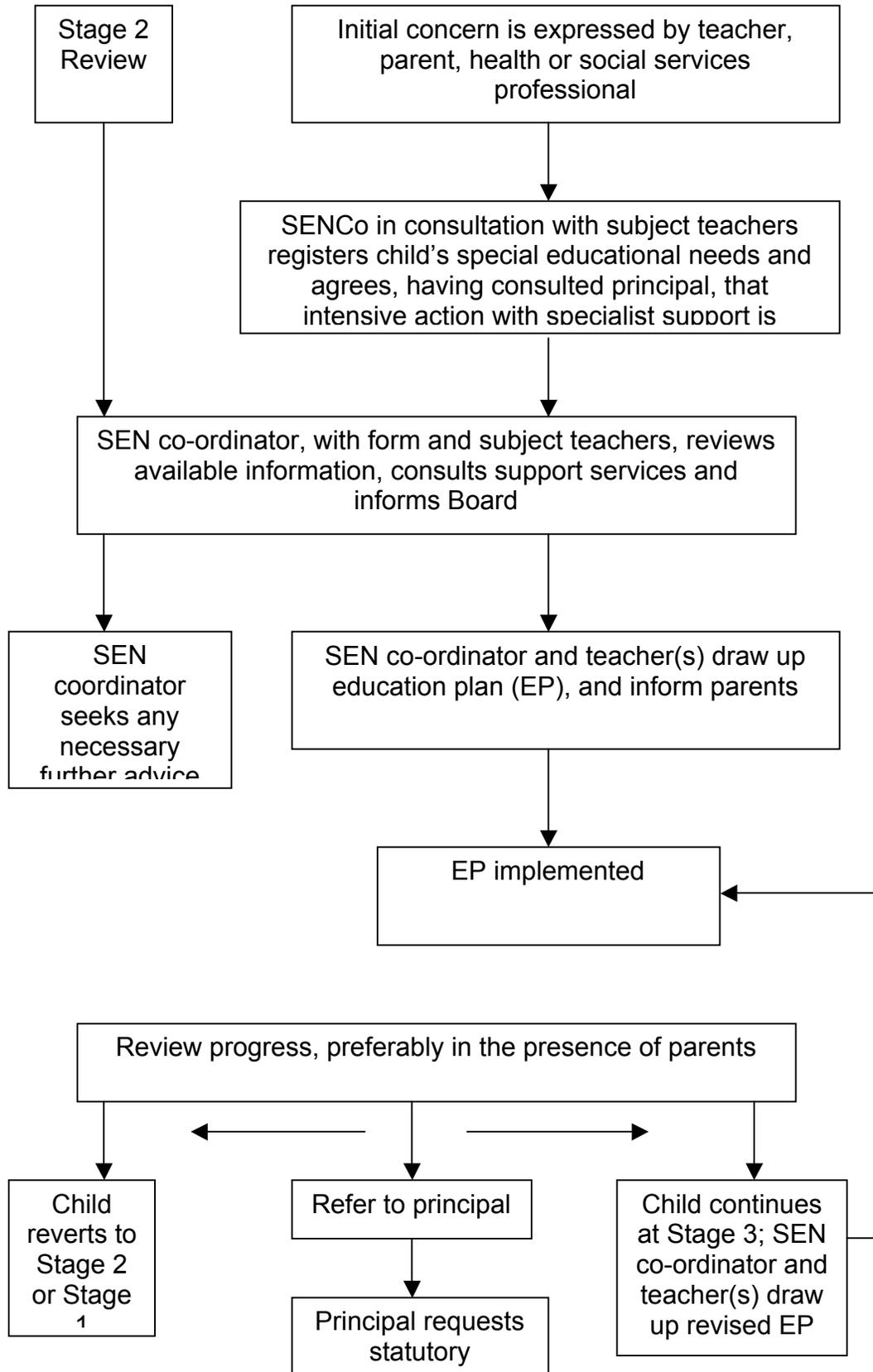
**Code of Practice  
SCHOOL-BASED STAGES: STAGE 1**



**SCHOOL-BASED STAGES: STAGE 2**



**SCHOOL-BASED STAGES: STAGE 3**



**Stage 4**  
**STATUTORY ASSESSMENT**

The needs of the great majority of children with SEN will be met under the school-based stages, without the statutory involvement of the Board. In a small minority of cases the board will need to consider whether a statutory assessment of the child's special educational needs is necessary.

- An assessment should be undertaken only if the board believes that it needs to determine the child's provision by making a statement.
- Statutory assessment will not always lead to a statement

**Referrals**

A child will be brought to the board's attention as possibly requiring assessment in the following ways:

- Referral through a child's school;
- A formal request from a parent; or
- A formal request from another agency.

**Request for Advice**

For the purpose of making a statutory assessment, the board is required to seek:

- Parental advice;
- Educational advice;
- Medical advice;
- Psychological advice;
- Social services advice;
- Any other advice, which may be considered desirable

Statutory assessment will not always lead to a statement.

If the Board decides not to proceed with statutory assessment, it should write to the parents and the school principal, explaining the reasons for its decision.

Parents who have formally requested a statutory assessment may appeal to the Tribunal against a decision not to make an assessment.

**STAGE 5  
STATEMENTS**

**Contents of a Statement**

- Part 1:** Introduction: Child’s name, address, date of birth, and address(es) of the child’s parent(s), or carers, the child’s language (if not English).
- Part 2:** Special Educational Needs (Learning Difficulties): Details based on statutory assessment.
- Part 3:** Special Educational Provision:
- Objectives which provision should aim to meet;
  - Provision to meet the needs identified in Part 2 and to meet the specified objectives
  - Arrangements for monitoring and reviewing progress and setting short term targets.
- Part 4:** Placement (name / type of school or other arrangements).
- Part 5:** Non-educational needs as agreed between health services, social services and the Board.

**SEN SUPPORT**

**STAGE 1**

- Differentiation in all Areas of Learning (Teaching / Resources / Homework etc.)

**STAGE 2 – Examples of In-School Support**

- Peer tutoring
- Revision / ICT Club etc
- Withdrawal Groups
- Small group Teaching
- In class support
- Team Teaching
- Mentoring
- Homework Club
- Buddy System
- Extra English / Maths Classes

**STAGE 3 - Examples of External Support**

- Sensory Support Service – Visually impaired / Hearing impaired
- Autism Spectrum Advisory Service
- Behaviour Support Team
- Pupil Personal Development Services
- EOTAS
- Social Services
- Child and Family Clinic
- Home Tutor
- Psychiatrist
- GP
- Physiotherapist
- EWO
- Educational Psychologist
- Speech Therapist
- Assistant Advisory Officer SEN



### STAGES 4/5

The needs of the great majority of children with SEN will be met under the school based stages (Stages 1–3). Where a child’s needs remain so substantial that they cannot be met effectively within the resources normally available to the school, it may refer the child to the attention of the Board with a view to statutory assessment. This process will not always lead to a Statement. If however a Statement is drawn up, it may outline additional provision / resources / support necessary to meet the pupil’s special educational needs.

### **Education Plans**

#### **Education Plans should:-**

- Raise achievements for pupils with SEN
- Be seen as working documents
- Use a simple format
- Detail provision additional to or different from those generally available for all pupils
- Detail targets which are extra or different from those for most pupils
- Be jargon free
- Be comprehensible to all staff and parents
- Ensure that all staff working with the pupil and parents are aware of the pupil’s needs and are involved in a collaborative response to meeting those needs
- Be distributed to all staff as necessary
- Result in effective planning and intervention by staff
- Provide a record of actions and outcomes for the purposes of evaluating provision

### **Writing a Post Primary Education Plan (EP)**

#### TARGETS ARE THE CENTRAL FEATURE OF AN EP

- When all information has been gathered via the Pupil Profile sheet etc., it may be perfectly feasible to set agreed generic targets relevant to all subjects.
- In also setting subject specific targets the teacher is enabling the pupil to focus his / her efforts on a particular subject area and therefore attain success in that area.
- Care is needed not to overload the pupil with too many targets.
- Involving pupil in process, there needs to be clear communication of the targets to the pupil and his / her parents.

The College meets the needs of physically disabled pupils by providing ramped entrances to all building on the campus, appropriate toilet and changing facilities, and specialist equipment including laptop computers and CCTV's. We pride ourselves on our inclusive policy.