



Friends' School Saffron Walden

Learning Support Policy

(cf also statement on Inclusion from Friends' Junior School, which is appended here)

'Rejoice in the presence of children and young people ...and recognise the gifts they bring...Are you ready both to learn from them and to accept your responsibilities towards them?' Quaker Faith & Practice

This Policy applies to all sections of Friends' School, including the Early Years Foundation Stage and Key Stage One.

Aims

Pupils may need a personalised level of support above that appropriate for others – perhaps because of a particular gift or talent, a sensory impairment or a specific learning difficulty such as dyslexia. The school is committed to providing Learning Support for those pupils who we decide will be able to access the curriculum provided by the school with appropriate support.

Policy Method

It is the school's policy to admit up to 20% of pupils each year who have a Learning Support need. The school is committed to providing support which allows pupils with a degree of learning support need to fulfil potential that might otherwise go unfulfilled.

The Study Centre

The Study Centre aims to develop strategies to improve an individual's study, organisation and thinking skills. Study Centre staff aim to complement and support the work of teachers in the classroom. Pupils may benefit from one-to-one teaching, or support within the classroom from qualified learning support assistants; both are designed to ensure equal access to the curriculum.

Wherever possible, pupils' needs will be identified before joining the school through information gathered from parents through Educational Psychologists' Reports (where available) and from pupils through diagnostic assessment before a programme is agreed. References are also sought from a pupil's current school. Educational psychologists and other specialists are involved when necessary and their advice – perhaps for a reduced number of GCSEs or for additional time in examinations – is shared with relevant staff.

The Study Centre will monitor pupils' progress closely and modify support where appropriate. Parents are encouraged to maintain regular contact with the Study Centre staff throughout the year. The costs of Learning Support through the Study Centre are met by

parents and appear as a separate item on school fee bills. The cost of support will depend on an individual's needs. The Head of the Study Centre trains the staff regularly through weekly meetings and training opportunities throughout the year. (See Appendix 1 *The Role of the LSA*). She also reports regularly to teaching staff and the Senior Leadership Team at meetings.

Special Educational Needs

Where a pupil has a statement of Special Educational Needs, the school will provide education which fulfils its requirements. The Study Centre will review the Statement through liaison with the Local Authority, which assesses the Statement annually. IEPs (Individual Education Plans) are set up for pupils supported through the Study Centre. These are recorded on the PASS system and are available to staff for reference, to inform their classroom teaching. In this way the school is able to cater for a wide variety of educational needs.

In the Junior School

Pupils are supported by learning support in the classroom. There is additional support from a variety of specialists and therapists who come in to school on a regular basis to work with pupils where a special need has been identified.

Staff Training

In order to allow teachers the best opportunity to plan lessons effectively, taking account of individual learning needs, the school offers school INSET training on different areas of special need. Learning Support staff advise staff regularly of those listed as needing learning support and the information is updated and readily available in electronic or hard copy.

Gifted and Talented

Gifted and Talented pupils are listed on a centrally held register and their needs are also addressed through appropriate teaching strategies and a variety of additional activities. (See the separate *Gifted and Talented Policy*).

Policy updated January 2011

Recommended for ratification at March Board by the Education Committee.

Signed on behalf of the Governors -----

Date -----

APPENDIX 1

The Role of the Learning Support Assistant (LSA)

As part of their role the LSAs should:

- realise that theirs is a crucial and significant contribution to a student's learning;
- develop and maintain a positive working relationship with students whilst adhering to school guidelines regarding personal and professional boundaries;
- be aware of a variety of ways of working with students;
- be aware of, and support, the implementation of an individual education programme (IEP);
- respond appropriately to activities and situations within the classroom and be aware of needs of the whole group;
- encourage the development of independence of students;
- keep written records when asked and share with others where appropriate;
- develop a working relationship with teachers in order to support them in the preparation, interpretation and recording of learning situations;
- work appropriately with parents and be understanding of their needs;
- observe confidentiality;
- have an understanding of the working of the school and be clear to the protocol regarding
 - a) code of conduct for students
 - b) meetings and duties
 - c) students assessment procedures
 - d) equal opportunities
 - e) the Quaker ethos;
- ask for help and advice when needed;
- consider themselves as part of a wider team with whom they need to communicate effectively;
- acquire knowledge of the range of professionals who may be involved with students and see how their role fits in with that of others;
- continue their own professional development through INSET and training courses.

The Role of Teaching Staff Working With a Learning Support Assistant

Below is a checklist of responsibilities teaching staff should undertake to ensure a rewarding, productive experience for the student, the LSA and themselves.

For a PLANNED, effective working relationship with an LSA you will need to:

- **Discuss** with the LSA the teaching programme for the half-term or term.
- **Familiarise** yourself with the individual learning needs of students within your teaching groups. The LSA is there to help you.

- **Plan** activities and discuss them with the LSA.
- **Describe** your expectations of particular tasks.
- **Discuss** your classroom organisation and the standards you expect; i.e. individual or group work, discipline, presentation of work etc. Identify your role and LSA role in each of these.
- **Encourage** your LSA to respond appropriately to activities in the classroom.
- **Develop** a sense of teamwork.
- **Review** lessons, progress of individual students and how you work together. Involve the LSA in referrals, assessments and reviews.

Heather Carter
 Study Centre
 Reviewed December 2010

APPENDIX 2

Friends' Junior School Inclusion Statement

2010-2011

Friends' Junior School aims to maintain a 'stimulating community where everyone is valued'. 'Everyone' includes children and adults.

Friends' Junior School aims to meet the diversity of needs within its community and looks at its own practice to ensure the *'identification and minimising of the barriers to learning and participation in the maximising of resources to support learning participation'*.

Index for Inclusion 2000

Providing support for diversity includes meeting the needs of children with:

- English as an additional language
- Special Educational Needs
- Disabilities
- Social, emotional, behavioural difficulties
- Particular gifts and talents
- New children to the school

The School will acknowledge and appreciate the cultural and home experiences and skills each child brings and offer them a safe and accessible environment and a curriculum which is varied, challenging and motivating.

Our ethos of inclusion is shaped by our policies for

- Equal opportunities
- Special educational needs
- Gifted and talented
- Disability
- Anti-bullying
- PSHE
- Curriculum

**LEARNING SUPPORT AND
SPECIAL EDUCATIONAL NEEDS
2010-2011**

'Schools will offer pupils personalised learning to meet their needs and help them reach the highest possible standards of which they are capable.'

Every Child Matters 2005

Section 1

The school's aims, ethos and organisation of learning support and SEN.

1. Aims and Objectives:

- A To provide a stable and caring environment in which children can:
- Learn and develop to their full potential within all aspects of school life
 - Work with others co-operatively
 - Contribute to the ethos of the school constructively
 - Gain success
 - Build their self-confidence
- B All school personnel will be responsive to the educational, emotional and social needs of each individual.

Additionally

All teachers are teachers of SEN and therefore responsible for meeting the needs of all individuals through:

- Differentiating the curriculum and varying teaching styles to meet the variety of learning styles that children have
- Assessing needs in consultation with the Headteacher/SENCO, parents, children themselves as appropriate
- Providing materials which will help individuals to consolidate and practise the skills they need
- Providing the time for these activities, either individually or within small groups during the school day to become embedded within literacy and numeracy

Where support is deemed necessary over and above that which can be provided by the class teacher it could be available either in a withdrawal situation or in the classroom depending on what is most pertinent to meet those needs in the most economical and appropriate way.

2. People responsible for school's SEN provision

Responsible Person: Andrew Holmes
SEN Co-ordinator: Clare Gill
SEN in EYFS Catherine Armstrong – responsible to JS SENCO

The SENCO's responsibilities are:

To oversee Learning Support and SEN including

- Day to day operation of the school SEN policy
- Liaison with
All teachers in the school / All teaching assistants and learning support assistants / Some parents (i.e those who have concerns, those of statemented children and those of pupils on school action and school action plus
Midday assistants as appropriate
Curriculum co-ordinators & senior management colleagues
- Advising class teachers on differentiation issues, approaches and materials
- Managing the provision at school action, school action plus and statements, including gathering and collating of all relevant information.

- Ensuring that the paperwork is up to date
- Arranging and attending consultations and reviews with parents, teachers and all other relevant personnel when appropriate
- Liaising with outside agencies including occupational therapists, speech and language therapists, educational psychologists and LEA specialist teachers.

To organise training for TAs /LSAs

To support the deployment of TAs and the provision of learning support according to need

To inform all personnel of changes to SEN policy, new initiatives and current good practice

To assess individual children with SEN

To draft and review IEPs and behaviour plans with class teachers and monitor the implementation of IEPs in the classroom as appropriate

To review the policy annually

To maintain the Schools Register of SEN

To record targets on the School Development Plan

3. Admission Arrangements:

In line with the SEN and Disability Act 2001, the schools will not discriminate against disabled children in the admission arrangements. The admission arrangements outlined in the general school policy operate for all children including those with SEN.

Where a child entering the school has been identified as having SEN, the SENCO will endeavour to ensure that colleagues have the appropriate information. It may be necessary to perform a diagnostic assessment to ensure the child's needs are met. The SENCO may meet with the parents and will draft the IEP.

4. SEN Facilities

Learning Support room and two other allocated rooms for 1:1/small group work
Physical adaptations as necessary

5. SEN Specialisms

Current staff have varying degrees of expertise in:

- Dyslexia

- Autistic Spectrum Disorders
- English as an Additional Language
- Behaviour
- Speech and Language
- Counselling
- Dyspraxia
- Makaton
- Hearing Impairment

The SENCo currently holds a TESOL Certificate (Trinity College, London) and a Cert SpLD (Dyslexia Institute & University of York) and can assess pupils for Specific Learning Difficulties and Exam Access Arrangements.

Section 2

Identification, assessment & provision arrangements

1. Allocation of Resources

The school works in partnership with the LEAs and outside agencies to assess the needs of children with SEN and endeavour to provide appropriate resources to enable them to access a 'broad and balanced' National Curriculum (or Foundation Stage curriculum).

Resources are funded by the schools, parents and LEA monies for children with statements of SEN. Resources include additional adult support.

2. Identification

Children who cause concern to teachers and parents will be identified and if appropriate placed at School Action (SA) or School Action Plus (SA+).

The following criteria for identification may be used as appropriate.

- Children who are working at National Curriculum Levels significantly below those designated for their key stage in literacy and numeracy
- Children identified by outside agencies e.g. General Practitioner, Speech Therapist
- Children requiring greater attention than the majority of their peers in the classroom due to their learning which may be attributed to:
 1. Mild learning difficulties
 2. Moderate learning difficulties
 3. Specific learning difficulties
 4. Severe learning difficulties

- Children requiring greater attention than the majority of their peers in the classroom due to their behavioural and/or emotional difficulties
- Children with physical impairments
- Children with sensory impairments
- Children with speech and language difficulties
- Children with severe or multiple difficulties

3. Assessment

The SENCO will discuss the concerns with the parents and/or teacher and the types of assessment information will be decided.

Identification of strength and needs of the child may include gathering information from:

- Teacher assessments
- Observations including child's attitude, concentration, motivation, behaviour
- National curriculum checklists, EYSPI
- Standardised tests including non-statutory NCT's
- SAT's results
- Diagnostic tests
- Specific skills checklists e.g. Motor control, social skills
- Child's preferred learning style
- External agency assessments e.g. speech and language; medical reports
- Early development or progress from parents.

The SENCO and teacher will discuss the strategies currently being used in the classroom e.g. differentiation, table groupings, TA support, behaviour plans, peer support in and out of the classroom, responsibility.

4. Provision

'Provision for a child should match the nature of their needs' Code of Practice 2000

Early identification of a particular need means the response can be immediate with the intention of supporting the child and so minimising further and future additional support. The aim is always to maintain self-esteem and a social conscience as well as to increase independent access to the curriculum.

All decisions regarding recording a child's needs and the intervention envisaged will be made in consultation with the parents, teacher, SENCO and when appropriate the TA, LSA and child.

In line with the Code of Practice 2001 the schools follow a graduated intervention approach.

In addition, Friends' Junior School has adopted its own initial concerns register of children who may have short term specific needs which require extra differentiation or support programmes in class.

Where a greater level of intervention is required a child may have his/her needs, targets and intervention and support recorded at School Action (SA).

Where additional advice, assessment, intervention and support is necessary the information will be recorded at School Action Plus (SA+).

An Individual Education or Behaviour Plan records targets at SA and SA+.

'There should be careful, regular recording of a child's special educational needs, the action taken and the outcome' *Code of Practice 2000 5.5, 6.5*

We are able to offer intervention programmes in the following areas:

- 1:1 and small group support in all areas of the curriculum is available from the SENCo
- Spelling
Small groups may follow a specific programme in class, led by the class teacher and/or a TA in consultation with the SENCo
- Speech and Language
Specific programmes, e.g STASS and Derbyshire Language Scheme have been implemented in school by LSAs and the SENCo
- Social, Emotional and Behavioural
An LSA and/or the SENCo run a range of Social Skills programmes and Bubble Group sessions.
Programmes are tailored to meet the needs of groups of children who are finding it difficult to interact within the school environment, or those individuals who need to work discreetly with good role models. The sessions take place on a weekly basis for around six weeks. This is followed by a period of observation to see whether the identified social skills are transferred into everyday situations.
- Physical
Our Fitness Fun programmes involve small groups of children working on gross motor exercises, as well as some fine-motor activities on a weekly basis.
- Touch Typing
For those who find recording difficult, becoming proficient at using the word processor is vital.

Some children have a statement of SEN and have the majority or all of their support funded directly by the LEA.

The schools will endeavour to provide an accessible physical environment, appropriate additional support and training for staff to enable a child with a statement of SEN and/or a recognised disability to access the curriculum and school life.

Decisions about the provision of educational aids and services for children with SEN will continue to be taken within the SEN framework'
Code of Practice, 2001

Providing for a child with SEN must also be taken in the context of also meeting the educational, emotional and physical needs of all the children in the class.

5. Monitoring and Review

IEPs and IBPs are working documents. The targets on them are Specific, Measurable, Achievable, Realistic & timed (SMART) *'and record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children'*.

SEN Code of Practice

The SENCO and the Class Teacher monitor their implementation, which may be by the class teacher, TA, LSA, LST or SENCO. Those involved evaluate the IEPs regularly.

Progress towards targets on SA and SA+ IEPs are formally reviewed at least twice a year. Parents Consultation evenings offer opportunities to review the children's progress at the initial concerns and SA levels of intervention.

Children with statements have at least 3 reviews a year, one being an Annual Review. Often more frequent reviews are held.

Parents, class teacher, SENCO and where appropriate TAs, LSAs and the child will attend review meetings. The views of those unable to attend will be sought and recorded.

6. Evaluating Success

a) of the individual child's progress:

Review meetings and parents', child's, class teacher's and TA's comments regarding IEP targets.

Reports from external agencies.

Test results and curriculum based assessments and observations.

b) of the SEN Policy:

Evaluation with SENCO and Head

School self review

Discussion and feedback from all staff, teachers, TAs, LSAs, MDAs and parents

School inspection

7. Complaints

A parent who is not happy with the arrangements made for their child can make an appointment with the class teacher, SENCO and/or the Headteacher. A written report or letter may be filed as evidence of the meeting.

Section 3

Information about partnership issues and staffing policies

1. Partnership with parents

The school personnel will work closely with all parents including parents and those with parental responsibility for children with SEN in order to ensure that the most effective assessment and provision is secured.

Communication methods include:

- Homework diaries, reading records, home-school books
- Informal meetings with class teacher and/or SENCO
- Formal meetings such as regular review meetings and/or parents consultation evenings.
- At SA+ and statements of SEN, parents receive a copy of their child's review notes and all receive a copy of their child's IEP

Parents/carers are expected to offer encouragement and support their child in achieving some of the targets in the IEP and attend and contribute to review meetings.

2. Partnership with children

Children have a right to be involved in making decisions about their targets and progress towards achieving them. The degree of participation depends on their degree of maturity.

3. Specialist teachers from the Senior School

Each is given the register of children with SEN and a very brief indication of the nature of each child's specific need. Detailed information is discussed with the class teacher and or SENCo to ensure the child's needs are understood and met. Lunch time staff including kitchen staff are also informed of special dietary needs and the specific needs of relevant children.

4. Partnership with other Agencies and LEAs

This includes seeking and acting on advice gained from agencies such as speech and language therapy, occupational therapy, child and family consultation service, social services, LEA specialist teachers and educational psychologists.

The other well established link is with the Friends Senior School. Clare Gill and Heather Carter meet at least half-termly and liaise closely especially regarding Year 6 children.

Health & Safety

Staff will do all that is reasonably practicable to establish and maintain high standards of health, safety and welfare for all children.

Support Staff Inclusion and Training

The schools have a team of dedicated, experienced and effective teaching assistants who work closely with the class teachers and support the learning of all children in the class. Learning Support Assistants (LSAs) support children with SEN individually or in groups. They focus on implementing targets from the IEP and record progress towards achieving these targets. See Appendix 2.

All TAs and LSAs have access to:

- the medium term planning
- weekly planning
- IEPs / IBPs
- Daily Liaison Book
- Other general SEN information

There is an expectation that the TAs and LSAs will have:

- Time to liaise and plan with the class teacher / SENCo
- Opportunities to feedback to the teacher (written or verbal feedback)/SENCo
- Will be informed of changes to the timetable and outings by their class teacher
- Available resources or time built in to prepare resources for an activity
- Opportunities for training

There is termly internally organised INSET at which all support staff are expected to attend and they all attend the whole school Inset training days. TAs and LSAs are encouraged to attend courses and some are specifically invited to attend specialist courses pertinent to the support they are providing e.g. autism. Support staff are encouraged to pursue private study.

Each TA/LSA has a green file in which to keep information from INSET and attendance certificates. Each receives a copy of the weekly staff meeting minutes.

New TAs follow an induction process and receive information about the school. The SENCO meets them during the first term.

All teachers are involved in performance management. The TAs and LSAs participate in a two year appraisal cycle. The SENCO appraises KS1 and KS2 LSAs and TAs.

The Mid day assistants are invited to participate in training. They are kept up to date about strategies currently being used with children with SEN.

Review Annually

REFERENCES

Index for Inclusion
SEN Code of Practice + SEN Toolkit
Support the Target Setting Process
Inclusive Schooling – guidance
Every Child Matters 2005

Adult Support – Teaching Assistants and Learning Support Assistants 2010 - 2011

KS1

General TAs in Class

- Catherine Armstrong
- Maeve Wigley
- Lucy Barnes
- Sarah Goodwin

LSAs

- Lorraine Harlow
- Andrea Owen
- Sarah Goodwin
- Carolyn Kambitsis

KS2

General TAs in Class

- Zoe Copping

- Cindy Monk

LSAs

- Lorraine Harlow
- Mandi Cameron
- Andrea Owen
- Sue Louden
- Virginia Elam
- Zoe Copping
- Cindy Monk

3 days a week teaching SENCo – Clare Gill