



SOMPTING ABBOTTS SCHOOL

LEARNING SUPPORT POLICY

Sompting Abbots is family run independent school that prides itself on its caring approach and this is reflected in our teaching of pupils who may require learning support.

This policy is a whole school policy and applies to all members of Sompting Abbots Preparatory School, including the Pre-Prep and the EYFS (Early Years Foundation Stage).

Aims of the policy

The purpose of this policy is to provide information about our approach, systems procedures and staff responsibilities for any student who may need learning support.

The policy demonstrates compliance with the statutory requirements laid out in:

- [*Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\) and the following legislation:*](#)
- [*Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities*](#)
- [*The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care \(EHC\) plans, SEN co-ordinators \(SENCOs\) or Learning Support Coordinators \(LSCOs\) and the SEN information report*](#)

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Behaviour Policy
- Disability Policy
- Marking Policy

1. Introduction

Sompting Abbots is a family run, small school which has an inclusive approach and values everyone in the school community. We believe that every student has the right to be included in the diverse opportunities on offer at the school. We have high expectations and aspirations for our students and provide a broad and balanced curriculum which follows the National

Curriculum. The National Curriculum and Common Entrance are our starting point for planning that meets the specific needs of individuals and groups of children.

The school takes account of children identified as requiring learning support and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Special Educational Needs and Disabilities

The Special Educational Needs and Disabilities Code of Practice 0-25yrs (2015) explains that a pupil has special educational needs (SEN) if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age,
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age
- They require special educational provision to be made for them

There are four main areas of SEN:

- i. Communication and interaction needs, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- ii. Cognition and learning difficulties for example, dyslexia, dyspraxia
- iii. Social, emotional and mental health difficulties for example, attention deficit hyperactivity disorder (ADHD)
- iv. Sensory and/or physical needs

A disability is described in law (the **Equality Act 2010**) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

2. Our aims for students

Our aim is to provide high quality learning opportunities for each student. We aim to ensure that all students are able to access the same opportunities and we aim to work with families and outside agencies to ensure the best possible outcomes for our students.

3. Our objectives

- to create an environment that meets the educational needs of each child;
- to identify, assess and provide for the educational needs of children
- to ensure that all staff are aware of students' individual needs;
- to ensure that teaching staff can adapt their teaching to suit needs;
- to identify the roles and responsibilities of all staff involved in this provision
- to ensure that our children have a voice and are a central part in this process.
- to develop positive relationships with families, providing them with support and information

4. Identifying pupils with SEN and assessing their needs

There are a variety of ways that children can be identified as having SEND at the school:

- Weekly staff meetings where SEND and general attainment is discussed
- Teacher observations
- Tracking progress for English and Maths
- Progress tests - school wide
- NVR and VR assessments/data
- Whole school data analysis
- Teacher referrals
- Expression of parental concern

5. Processes

If a child is identified as having SEND, parents are communicated with effectively and honestly. We see parents as partners and work with families to ensure a level of support that is well communicated and effective. The process outlined below, follows a graduated response and a 'Plan, Do, Review' cycle of support.

Stage 1

Mainstream class support / Monitoring

Teachers will differentiate learning to suit the variety of needs and abilities in the their class. Teachers are responsible and accountable for the progress of each student. Although Sompting Abbots School does not employ classroom teaching assistants, classroom adaptations, equipment, adjustments to the environment or use of technology may be necessary to ensure our aims of everyone being given the same access to learning.

Stage 2

Further support / SEND Register

If a student is identified as finding it harder to learn than other pupils of the same age (*The Special Educational Needs and Disabilities Code of Practice 0-25yrs (2015)*) The school has a variety of provisions which support students according to their needs. The student will be placed on the SEND register and a meeting with parents happens at this stage.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Assessment by Educational Psychologist or other Outside Specialist

If it has been noted at a review that the child continues to have significant difficulties or is making insufficient progress towards the agreed targets, despite receiving interventions, then external advice will be recommended. This usually takes the form of a recommendation to parents to arrange for a full report to be conducted by a chartered Educational Psychologist, Dyslexia Assessor or other outside specialist.

The school is committed to make every effort to achieve report recommendations. However, on some occasions this may not be possible.

If the recommendations are for specialist provision, e.g. speech therapy, specialist dyslexic support, educational physiotherapy, then the school may provide an environment for a visiting professional to support the child on site, with the cost of this paid for by the parent, thus saving valuable time travelling to and from such professionals during the school day.

Stage 3 Targeted 1:1 support

If a student is considered to need 1:1 support, parents are signposted to our specialist teachers who make an extra charge for this service. This level of support happens at the school, in the school day and children are normally withdrawn from a lesson. Specialist

teachers work closely with subject teachers on similar targets and work in tandem to provide a holistic yet targeted approach.

Stage 4 Children with an Education, Health and Care Plan (EHC plan)

Children may have an EHC plan. It is not necessary for a school to obtain the consent of the DfE to accept a pupil with an EHC plan, provided the school is able to fulfill the legal requirements set out in the plan.

Should the School feel that a child needs to be considered for an EHC plan then this would be discussed with parents following an educational psychologist's assessment. All children with EHC plans will have an IEP and this will be reviewed regularly with parents as partners.

For children with an EHC plan, the School will endeavour to fulfill its legal obligations in Section F and will conduct annual reviews of the EHC Plan in alignment with West Sussex guidelines.

6. Record Keeping

Students on the SEND register, have a personal file in a locked cabinet in the Learning Support/Sunflower Room. In addition, records on progress for SEND students, including provision, termly targets and LS assessments (Salford Sentence, HAST Spelling and Steve Chinn Maths) and are kept centrally in the SEND tracking folder and in wider whole school data folders on the shared drive.

7. GDPR

All confidential reports such as educational psychology reports are held centrally both digitally and on paper and are password protected. Data on SEND is held for 30 years and stored in a safe, locked storage at the school. After this time, it is destroyed safely. All data including electronically stored data is subject to GDPR.

8. Roles and Responsibilities

The Headteacher

The headteacher will:

- Work with the LSCO and Teaching and Learning Lead to determine the strategic development of the SEN policy and provision within the school

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Will be responsible for working closely with staff on SEND matters and for communicating SEND matters to the Directors/Proprietors
- Will be responsible for communicating with parents on matters arising which are of an SEND nature
- Will develop positive and supportive relationships with parents and will provide them with signposting to relevant professionals eg: <https://westsussex.local-offer.org/>

Learning Support Coordinator (LSCO)

- Will work with the Headteacher and Strategic Lead of Learning to support the SEND policy
- Will manage LS tutors and arrange timetable for learning support sessions
- Will communicate with staff and parents
- Will write and review support plans

Strategic Lead of Learning Across the Curriculum

- Will work with the LSCO and the headteacher to oversee and implement SEND policy across the school
- Will liaise with colleagues to develop SEND list and regularly review this at staff meetings

Teaching staff

Teachers will:

- Be responsible for the progress and development of the students they teach
- Make adjustments and adaptations to teaching and learning in order to achieve the schools aims of equal access to education for all
- Work in collaboration with learning support 1:1 teachers
- Review pupil's progress and give feedback or raise concerns at staff meetings where general attainment is discussed
- Develop positive and collaborative relationships with parents
- Should know and be responsive to SEND students being more likely to be more vulnerable than others
- Should know how to make a referral or discuss any SEND issues with the LSCO

9. Examination arrangements

JCQ arrangements for examinations are adhered to at the school.

Exam arrangements are reviewed termly and documented for transparency. Any student with an assessor's report giving access arrangements for examination will be granted these. Additionally, if a student has a '**normal way of working**' then this will be acknowledged and supported in examinations where possible.

The following arrangements may be made where possible:

- 25% additional time
- Word processing
- Reader
- Scribe
- Quiet room
- Movement breaks

12. Parents as Partners

The School seeks to support the families for the students enrolled at the school and has a partnership approach when working with families. The support and understanding of parents' of a child's needs is critical in the student making progress. Parents would be required to support and understand the School's professional judgement and be informed and engaged with the process.

11. Complaints

If a parent or carer wishes to make a complaint about the School's support for their child, they should, in the first instance, contact the Headteacher and then follow the School's complaints procedure. Parents who may have complaints about EHCPs, should be referred to the Local Authority (West Sussex) in accordance with the SEND Code of Practice (2015).

This Policy is reviewed bi-annually by the Headmaster and the Directors

Signed: S. J. Douch

Date: May 2022