



BRANDESTON  
HALL

# Learning Support Policy

for

Brandeston Hall School

## **Introduction**

Framlingham College Preparatory School reaffirms its basic philosophy that the need of the individual is placed at the heart of all we do. The aim of the school is to care for each individual and in the fullest sense, develop his or her particular talent 'as far as we are able.' In the school aims it states, 'to enable all children, whatever their ability, to reach their potential particularly in the use of language and number'.

The Governing Body, Headmaster and Head of Learning Support will strive to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs will be made known to relevant members of staff.

All teachers in the school are teachers of children with special educational needs. As such, Framlingham College Preparatory School adopts a 'whole school' approach to special educational needs which involve all staff adhering to the same model of good practice. The staff of the school is committed to identifying and providing for the needs of all children in a wholly inclusive environment.

The School operates an Equal Opportunity Policy for children. Children with special educational needs are afforded the same rights as other children. This includes children with physical as well as academic difficulties. It also includes those children with statements of special educational needs and those with less significant problems.

Children with special educational needs will be encouraged to take a full part in both curricular and extra-curricular activities in accordance with the school's Equal Opportunities Policy.

This policy is in line with the Special Educational Needs Code of Practice (Nov 2001) which defines special educational needs as follows:

- Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them
- Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.

## **Aim and Objectives of the Learning Support Department**

The Learning Support Department aims to meet the needs of those pupils at Framlingham College Preparatory School with learning difficulties and to ensure that they are integrated as fully and as far as possible.

The school will through its Learning Support Department:

**Aim:**

- Ensure that all children are fully integrated and fulfil their potential.

**Objectives:**

- Identify, assess and respond, at an early stage, to pupil's special educational needs and to ensure that all the needs of all such pupils are addressed;
- develop open, honest and confident working partnerships with parents at all stages, engaging their active support in their child's educational programme;
- encourage communication and co-operation between those involved i.e. pupils, parents, teachers, learning support staff and outside agencies;
- respond to referrals from class teachers, parents, pupils, feeder schools and outside agencies;
- prepare and implement strategies and programmes of work for individual pupils, whether by withdrawal or in-class support;
- set up individual educational plans, IEPs, which are created through consultation and negotiation with the learner;
- ensure that all learners make the best possible progress;
- monitor pupils progress effectively;
- implement reviews and re-assessment where appropriate;
- improve self-esteem, confidence and motivation of children with special educational needs through genuine empathy with their needs and feelings;
- resource suitably the Learning Support Department ensuring that pupils needs are met;
- ensure as far as possible that good classroom practice is differentiated;
- ensure that subject teachers evaluate their differentiation.

**Identification and Assessment of Special Educational Needs**

The school is committed to the early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice. A range of evidence is collected through whole school assessments, which are usually carried out at the beginning of the academic year or upon entry:

- WRAT – Wide Range Achievement Test
- NFER Group Reading II
- Single Word Spelling Test
- NFER Mathematical Test
- University of London Maths Progress Test
- CAT – Cognitive Ability Test

If any of these suggest that the learner is not making the expected progress, the class tutor and or the academic co-ordinator will consult with the Head of Learning Support in order to decide whether additional and/or different provision is necessary. This process, of course, involves the parents. This may result in the child being placed on the special educational need register under the headings of School Action or School Action Plus. However, there is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Children who have physical disabilities, but no special educational needs, will be recorded on the school's medical register.

Children who arrive at Framlingham College Prep School with an Educational Psychologist report already will be provided for where appropriate and progress monitored.

Children who arrive at Framlingham College Prep School with a Statement of Special Educational needs will also be provided for, ensuring that the objectives of the statement are implemented and reviewed annually.

### **School Action and School Action Plus**

**School Action** is the initial stage of concern about a pupil's progress. The learner's subject/class tutor should discuss concerns with the child's parents and the Head of Learning Support. They should provide the Head of Learning Support with as much information as possible about the problem, completing a Record of Concern report.

The class teacher should pass on any NC levels or standardised test results. The child, the Head of Learning Support or the Learning Support teacher then create an Individual Education Plan (IEP). This information is then shared with parents and appropriate members of staff.

The learning support teacher should make sure that the IEP focuses on a maximum of 4 targets and records strategies that are additional to or different from the normal differentiated curriculum.

The Head of Learning Support should collate all relevant records about the pupil, including NC Levels, standardised test results etc. In addition, they should liaise with any external agencies and/or specialists.

The Head of Learning will also help the pupil's subject teacher or class tutor decide on teaching strategies.

**School Action Plus** is activated if a pupil continues to have difficulties. The class tutor and the Head of Learning Support should collate all relevant information and any records of progress. The class tutor should discuss the situation with the pupil's

parents, the pupil and the Head of Learning Support at a review meeting. Advice will then be sought from outside agencies.

With the advice of external specialists, class tutor, pupil, pupil's parents and the Head of Learning Support, a new IEP should be created and implemented. This involves setting new targets and learning strategies. The Head of Learning Support will then make sure that everyone concerned is aware of the next review date. The IEP is reviewed twice a year and the child's overall progress once a year.

### **Further Diagnostic Assessment**

When a learner has been identified as needing learning support, further diagnostic testing is done. This enables the Learning Support teacher to focus in on specific areas of difficulty. These tests include:

- NARA – Neale Analysis Reading Ability
- The British Picture Vocabulary Scale
- Phonological Assessment Battery

Through this process and consultation with the class/ subject teacher an Individual Education Plan can be formulated.

### **Individual Education Plan**

The provision/ action that is additional to or different from that which is available to all will be recorded in an Individual Education Plan (IEP). This will be written by the Head of Learning Support, but always in consultation with the learner and the Learning Support teacher. This is shared with parents, the class tutor and relevant teachers.

The IEP will set targets for the pupil and will detail:

- The short term targets set for and by the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan will be reviewed
- Success, outcomes and/or exit criteria

The IEP is reviewed twice a year, once before October half term and once at the end of the spring term. The outcomes will be recorded. Pupils will participate fully in the review process according to their age and ability. Parents/carers may be, where appropriate, invited to participate in the review process. A copy of the IEP will be sent to the parents.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention at School Action, we may, in consultation with parents, seek further advice and support from outside agencies. These professionals will be invited to contribute to the monitoring and review of the process. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed intervention.

### **Statutory Assessment**

A statutory assessment is a Statement of Special Educational Needs. It would only be completed after formal assessments with outside agencies and relevant LEAs. It is a formal document with legal implications. It sets out specific objectives that have to be met. The statement is formally reviewed annually with the Educational Psychologist, LEA representatives, the Headmaster and the Head of Learning Support, (who is responsible for the implementation of the statement). Outcomes are discussed, targets are set and the appropriateness of the statement is evaluated. A copy of the report is sent by the Head of Learning Support to the relevant LEA for approval. It is worth noting that very few pupils reach this stage. The school currently have no children with a statement. (December 2009)

### **Common Entrance**

As the usual requirement for entry into our senior school, Framlingham College, is the Common Entrance Examination, children who are on the register as School Action Plus will be awarded special provision as follows:

- 25% extra time for each exam if stated by the Educational Psychologist in their report or if the child has a diagnosis of Dyslexia or in special cases at the discretion of the Head of Learning Support
- The provision to sit the exam in a classroom in a small group with a teacher rather than in the Rowley Hall.
- The possibility of an amanuensis if stated by the Educational Psychologist or at the discretion of the Head of Learning Support

### **Training**

The school makes an annual audit of training needs for all staff taking into account school priorities, as well as personal professional development. The school is allocated funding each year that it may use to meet identified needs. The Head of Learning Support takes responsibility for highlighting the training needs of the department's staff and applies for courses in the usual manner. It is vital that members of the Learning Support staff are updating their subject knowledge, teaching skills and personal development.

### **External Support Services**

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

- Upon parental request and/or approval, the school receives regular visits from a nominated Educational Psychologist.
- In addition, the school may seek advice from the Suffolk County Council Special Advisory Teaching Services for children with sensory impairment or physical difficulties
- Speech and Language therapists contribute to the reviews of children with speech and language difficulties
- An Occupational Therapist will assess and advise the Learning Support Department upon parental request and/or approval.

### **Monitoring and Accountability**

The success of the school's SEN policy will be judged against the aims set out above.

The Head of Learning Support will be accountable to the Governors and the Headmaster for the successful implementation of the policy.

The Governors and the Headmaster will report annually to parents on the policy and the effectiveness of the school's work for pupils with special educational needs. It is the Governors' duty to do their best to ensure that any pupil with special educational needs has proper provision made for him or her. If needed, the school has a complaints procedure which any parent can use if they feel that their needs are not being met.

### **Complaint Procedures**

The school's complaint procedures are set out in the school's prospectus. Class tutors will work closely with parents at all stages of his/her child's education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request an independent disagreement resolution. The school will make further information about this process available on request.

### **Learning Support Department**

Mrs Georgina Gibbons is the Head of Learning Support. She has been appointed as the person responsible for co-ordinating the day to day provision. She has twelve years of experience working with children with special educational needs. She has taught children with difficulties ranging from Dyslexia to Aspergers to ADHD. She is assisted by the Learning Support team comprising of two teachers with Specific Learning Difficulties certification, one teacher with over ten years experience in special needs teaching and

one special needs teaching assistant, who is working towards NQV Level 3 and Higher Teaching Assistant status. These complete the Framlingham College Preparatory School Learning Support Department

The school's Head of Learning Support will take responsibility for:

- The operation of the SEN policy
- Advising the class teacher on SEN matters
- Reporting to parents on progress
- Liaising with external agencies
- Overseeing the maintenance of records of all children with special educational needs
- Attend regular training days on special needs issues
- Report annually to the Governors (i.e. number of children on the register, stages of those children, any problems encountered etc.)

### **Evaluate and Review**

The department aims to evaluate the SEN policy bi-annually through staff discussions led by the Head of Learning Support. The department will look at the specific needs of the children on the register. We will look for evidence of progress and evaluate. In the light of review, this policy is subject to change.

Georgina Gibbons

Head of Learning Support

May 2005

Revised December 2007

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