



Truro Prep School Learning Support Policy

A copy of this policy is published in the following areas:

The school's website

Link in staff handbook

Staff shared area

New Pupil Handbook

Created: November 2014

Reviewed and Updated: September 2018

Next Review: September 2019

Created by: Director of Studies/SENDCo

For the purpose of this policy, the age range covered is three to eleven years.

A. Introduction

Truro Prep School (which in this document will be understood as including the Pre-Prep department unless explicitly stated) has in place a Learning Support policy for those pupils whose learning difficulties are significantly greater than those experienced by the majority of pupils of the same age in the school.

We believe that all children have a right to a broad and balanced education. We will not discriminate against children in the school with learning difficulties and aim to supply support for each child. We will foster a positive and constructive approach to those with specific learning needs by providing, as far as possible, the teaching and resources which their needs demand.

Provision for pupils with special educational needs is a matter for the school as a whole.

All teachers are teachers of children with special educational needs.

[SEN Code of Practice]

The implementation of this policy will be the responsibility of the School but the approach will be one of partnership with parents and pupils, and it will involve on occasion outside agencies. Pupils will not be regarded as having additional learning needs solely because the language or form of language of their home is different from the language in which they will be taught. We recognize that many pupils will have additional learning needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

In light of the 'Special Educational Needs and Disability Act 2001' ['Equality Act 2010'], Truro Prep School is mindful of the importance of equal opportunities for those pupils who have different learning needs.

B. LDD [Learners with difficulties and/or disabilities]

Children have additional learning needs if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a learning need which calls for special educational provision to be made for them;
- They have a disability which prevents them from being able to access the curriculum to the best of their ability.

C. Admission and Inclusion

Pupils with additional educational needs are not disadvantaged by the School's admission policy. Pupils applying for admission to the school who have Specific Learning Difficulties are given appropriate support when sitting the entrance tests.

Pupils with Special Educational Needs or Disabilities within the School are afforded the same rights as other pupils and have full access to the curriculum. All teachers in the school are teachers of pupils with additional learning needs. The staff at the School identify and support the needs of pupils in a wholly inclusive environment.

On occasion, the nature of a child's learning difference may mean that the child's learning needs would not be able to be catered for satisfactorily by the School. If this eventuality were to arise, the appropriate path forward would always be discussed with parents at the earliest possible opportunity.

D. At Truro School Prep:

- The Director of Studies will oversee the learning of pupils with additional learning needs and, in conjunction with the learning support teacher or the KS1 or Early Years SENDCo, devise a programme of support where appropriate.
- There is a code of conduct in place for pupils with rewards and sanctions which all teachers follow and referral is made to the Pastoral Care Coordinator, Early Years Coordinator, KS1 Coordinator or the Head of Prep, when appropriate.
- The needs of children with sensory impairment and illness are overseen by the first aider or designated class TA where appropriate, unless specific extra teaching and/ or special examination arrangements are required.
- There is a school counsellor who may be able to provide support for pupils who have problems of a psychological nature and the Head or Pastoral Care Coordinator will, in the first instance, discuss with parents any possible referral.

E. Learning Support aims of the school

- To ensure that all pupils requiring learning support provision are identified and supported as early as possible
- To ensure that all pupils have access to a broad and balanced curriculum

- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure that pupils who have Special Educational Needs or disabilities take as full a part as possible in all school activities
- To ensure that parents of pupils who have learning support are kept fully informed of their child's progress and attainment.
- To build success into each lesson to keep the pupil's self-esteem high
- In EYFS, all children having intervention will be in receipt of an ILP.
- To devise an 'Independent Education Plan' [IEP] or Individual Learning Plan [ILP] for each pupil receiving individual support, based on their individual assessment, which will contain 'SMART' targets – [Specific-Measurable-Achievable-Realistic-Time bound learning targets]
- To teach the pupil in the way that they learn best using the pupil's own strengths to help them learn whilst also building up their weak areas.
- To teach pupils individually or in a small group depending on their learning needs
- To give genuine praise whenever possible to help pupils build their own feelings of success
- To support pupils to enable them to become independent learners and to reach their full potential
- To ensure that pupils who have learning support are involved, where practicable, in decisions affecting the future provision of their support.
- To ensure that there is support for teachers to meet the learning needs of all pupils
- To ensure that appropriate resources are available for pupils with temporary or long term specific needs.

We will have due regard for the **Special educational needs and disability code of practice 2014** when carrying out our duties towards all pupils with learning difficulties and / or disabilities, and ensure that parents are notified when Learning Support provision is being made for their child and when it ceases.

F. Learning Support

Staffing

Director of Studies/SENDCo

Mrs Jane Ellis-Walker

Learning Support Tutor

Mrs Annette Martin

Additional support by Teaching Assistants and teachers is given in class or small groups

KS1 SENDCo

Mrs Katy Millne

The EYFS has its own designated coordinator

Miss Kate Williams

As the coordinator for pupils with learning difficulties or disabilities, Mrs. Jane Ellis-Walker is responsible for the overall co-ordination and monitoring of learning support in the Prep School.

The Director of Studies/SENDCo's responsibilities include:

- Overseeing the day-to-day operation of the school's learning support policy
- Overseeing the SENDCo in EYFS and KS1
- Coordinating provision for pupils with additional learning needs
- Liaising with and advising colleagues
- Overseeing the records of all pupils with additional learning needs
- Liaising with parents of pupils with specific learning needs
- Liaising with external agencies including educational psychology services, health and social services, and voluntary bodies
- Keeping the Learning Support register up to date.
- Ensuring IEPs / ILPs are available to staff.
- Meeting with members of staff who are new to the school to explain how the learning support department works.
- Ensuring all practitioners in the setting understand their responsibility
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout

EYFS SENDCo's responsibilities include:

- Advising and supporting colleagues in the EYFS
- Ensuring all practitioners in the setting understand their responsibility
- Ensuring parents are closely involved throughout and that their insights inform any action that is taken
- Liaising with external agencies including educational psychology services, health and social services, and voluntary bodies

Learning Support Department

There is an Educational Support Office which contains resources. In the EYFS and KS1 resources are available in classrooms. Learning support takes place in a variety of locations within the Prep School dependent on timetabling and the child's needs.

Identification and Assessment of pupils who need support

All teachers are responsible for identifying pupils who have additional learning needs and, in collaboration with the Director of Studies/SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with learning needs can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for learning support provision.

Early identification of pupils with additional learning needs is a priority. These pupils may be identified by:

- The form teacher
- Other subject teachers

- Director of Studies/SENDCo
- Early Years or KS1 SENDCo
- Parents
- An outside agency such as family doctor or optician.

The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation / assessment.
- Standardised assessment tests of reading, spelling, verbal reasoning and non-verbal reasoning completed in class.
- Half-term assessments
- Pupil progress in relation to objectives in the National Literacy / Numeracy Strategies.
- Individual standardised screening or assessment tools.

Assessment tools used in the school:

- Early Years Foundation Stage Profile
- The Two Year Development Check / Progress Check completed on entry to the Pre-prep
- Key Stage 1 Assessments
- Suffolk Reading Test
- SWST Spelling test
- CAT4 assessment for verbal, non-verbal, quantitative and spatial abilities
- GL Assessment Progress Tests in Maths and English
- Dyslexia Screening Programme
- Reports and observations by form teacher and subject staff
- Records from the Pre-Prep or previous school
- Information from parents
- Assessment and observation from intervention work

If a child does not have a strong grasp of English language, the child's skills in the home language will be explored with parents and/or carers, to establish whether there is a concern about language delay.

Some problems may be clear at the time of a child's entry to the school while others may be identified during the course of his/her education here.

Parents are often in a good position to judge if their child needs educational support though care must be taken to ensure that parents are not asking more from their child than he or she can deliver.

When there is a problem the Director of Studies/SENDCo will be informed so that appropriate action can be taken.

Parents will be kept fully informed at all times.

G. Whole school awareness of pupils with Additional Learning Needs

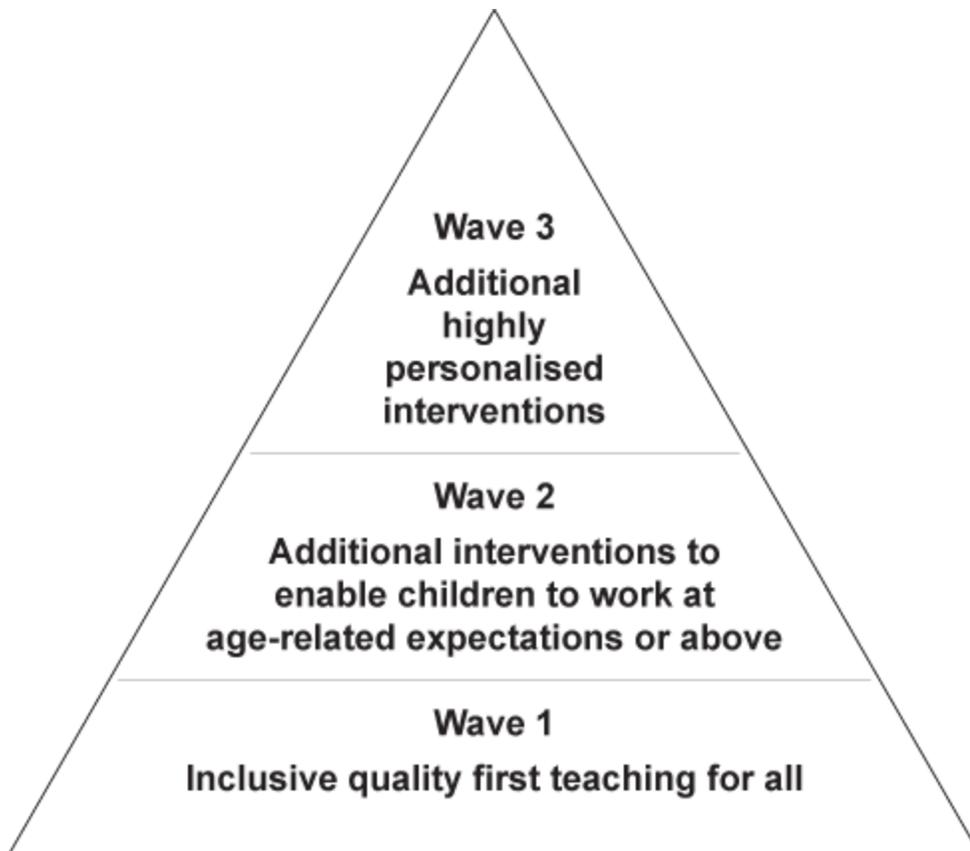
Meetings between teachers and learning support staff take place as appropriate in order for the support teacher to gather information or to ensure that all staff are aware of the needs of pupils who have additional learning needs. Help and advice will be given to staff to aid their understanding of the needs of pupils with learning difficulties and appropriate strategies which teachers can use in the classroom will be recommended.

In the Prep, all IEPs and assessment reports written by specialist teachers or other professionals, such as educational psychologists, will be put on the 'shared area' of the computer system [T:\Staff Resources\Learning Support\IEPs]. This is so that the information can be kept confidential whilst it is readily accessible to the appropriate academic staff. In the Pre-prep, ILPs are written by class teachers and kept by the Director of Studies/SENDCo, the EYFS SENCO or KS1 SENDCo, the class teacher and in a folder in the Pre-prep staffroom.

Information is held on the School's management regarding children who have been identified as having an issue which might affect their learning, alongside advice as to how staff might address these issues.

H. Learning Support Provision and Monitoring of pupil progress

There are a number of levels recognised for addressing the needs of pupils who have Special Educational Needs or Disabilities and our scheme is drawn up with these in mind.



GRADUATED RESPONSE:

Stage 1: Minor problems

Minor problems are recognised by the teachers and noted by the Director of Studies/SENDCo. They are addressed through Wave 1 provision: the adoption of guidelines and strategies within the classroom. The form and subject teachers will be primarily responsible for the situation at this stage and they will assess progress and inform the Coordinator of progress at least once every six months.

SEN Support

Stage 2: Additional support in class or small group

If the pupil is not responding sufficiently well to Wave 1 provision, pupils will receive additional help in class or a small group: Wave 2 intervention. The progress of these children will be monitored and reviewed once a term with teachers.

Stage 3: Individual learning support

With more serious difficulties, when a pupil fails to make progress and shows signs of difficulty in one or more of the following areas - acquiring literacy skills; sensory or physical problems; communication or interaction difficulties - the Director of Studies/SENDCo will

be consulted. Parents' permission will be sought before the pupil is assessed by the learning support teacher and background information from the parents will be taken into account. A selection of appropriate diagnostic tests will then be used to assess the individual needs of the pupil. The pupil will be placed on the Learning Support register.

Once the initial assessment has taken place, the findings are talked over with the pupil and the pupil's parents will be invited in to discuss the problems. Pupils who receive one-to-one tuition will have a teaching programme that is additional to and different from the normal curriculum and an IEP will be drawn up. This will be reviewed three times a year. Progress will be monitored and appropriate targets will be set at each review. The teaching strategies and resources to be used will be noted in the IEP and suggestions of how the parents can help at home will be given.

IEPs will be available in paper form for parents, form tutor and teachers; for all staff an electronic copy will be available in the 'shared docs' area on the computer [T:\Staff Resources\Learning Support\IEPs].

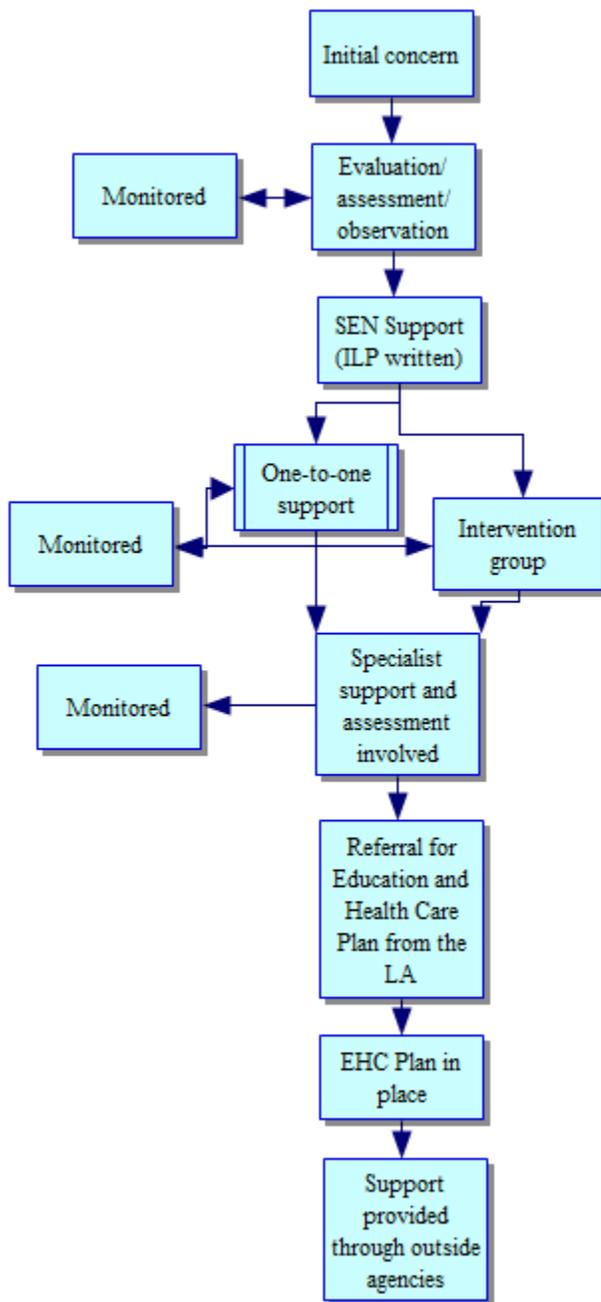
Stage 4: Referral to outside agency

If problems are severe or there is no progress being made a recommendation may be made for a referral to an outside agency usually, but not always, an educational psychologist. Any recommendation for a referral will be discussed with parents in the first instance. After the assessment, parents and relevant staff will meet to discuss the findings and recommendations made by the external professional. Appropriate information and recommendations from the report will be disseminated to all staff teaching that pupil.

Stage 5: In a very few instances the School may feel that it is unable to provide appropriate support for a child, in which case this will be discussed with the parents at the earliest opportunity.

I. EYFS

The process within the Early Years Foundation Stage is similar to that above and is represented in the diagram below.



J. External agencies

Some pupils may join the school with on-going support from an outside specialist. In this case links are made and arrangements are followed up for this support to continue and for the department to work with this help. Similarly, if a pupil currently at Truro School Prep is seen by an outside professional the report that comes in to school is followed up and, using the information, relevant support is put in place.

On some occasions the school may feel that it is appropriate to ask parents to seek outside expertise. Learning support staff may not be in a position to state categorically that a pupil has dyslexia, or any other specific learning difficulty, but only that they have those traits or tendencies. If from the outset, or at any stage, parents want a definitive diagnosis of a learning difficulty then a suitable outside professional's opinion may need to be sought. The cost will have to be met by parents.

K. Dissemination of information

- On entry to school, a note is made of any new pupil with specific needs and their name is put on the Learning Support register. The form tutor and subject teachers are also informed.
- Information is held centrally about these pupils, their needs and how to cater for them in lessons. This is accessible by staff who teach them through marksheets on SIMS.
- The weekly staff meetings provide an opportunity for staff to discuss individual pupils with specific problems or needs.

L. Timetabling help

In the Prep, Learning Support lessons will be timetabled on a rotating basis to minimize the amount of time that a pupil misses from one particular subject. In the Pre-prep, the support timetable fits with the lesson timetable and the availability of teachers and TAs. Non-teaching parts of the day may sometimes be used for tuition.

M. Evaluating pupil progress

Pupils are given extra help when it is evident that their current rate of progress is inadequate. There should not be an assumption that all pupils will progress at the same rate. A judgement has to be made in each case as to what is reasonable to expect that a particular pupil will achieve. Whatever the level of a pupil's difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between pupil and peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment base line, but less than that of the majority of peers
- matches or improves upon the pupil's previous rate of progress

N. Exit criteria

When a pupil has made sufficient progress that it is deemed that support is no longer required at that time, support lessons will be discontinued but monitoring of attainment and progress will continue. If necessary, lessons will be re-started.

In the Prep School, the progress of pupils is monitored throughout the year through their half termly assessments, end of term reports, parents' evenings and the 'progress review' staff meetings with subject staff and form tutor. After due consultation with all the parties concerned, pupils may be taken off, or added on to, the teaching list at any one of these trigger points. In the Pre-prep, with reference to ongoing monitoring of attainment, when children are deemed to be working in line with the EYFS or National Curriculum guidelines or in line with their peer group support will be discontinued.

The pupil's progress will continue to be carefully monitored by all staff involved to ensure that their progress is sustained.

Detailed records of assessments, information gathered and steps which have been taken to meet the pupil's needs are all kept on file in the learning support department of the Prep school; in the Pre-Prep department they are kept in the office of the Early Years and KS1 Coordinators and in classrooms.

O. Parental Role

The School sets out to liaise with all parents and encourages them to have an active role in their child's education. Parents play a key role in enabling pupils to achieve their potential.

- In the Prep School, parents are invited to meet with maths, English and Form teachers in the Autumn term. In the spring term there is a further parents' evening for pupils in Years 3-5.
- In the Prep-Prep, parents are invited to review meetings [parents' evenings] twice a year
- In Key Stages 1 and 2, parents are informed about their son's/ daughter's progress through the school's progress report system. In the EYFS, parents are kept fully informed through regular updates of the EYFS profile.
- Parents are encouraged to help pupils to learn spellings, read with them or give other appropriate support at home.
- Parents are provided with a copy of the child's IEP/ILP and invited to discuss this with the Director of Studies/SENDCo in KS2 or class teacher in EYFS and KS1. They are also made aware of any additional support their child is receiving.

P. Pupil's Role

From Key Stage 2 pupils are encouraged to take responsibility for their own progress. They are invited to give their opinion when beginning school support through an interview with their learning support teacher and are involved in discussions about how they are progressing towards their targets.

In Key Stage 1, children discuss workable targets with the adult leading the intervention group. Additional targets can be found on ILPs, where appropriate.

Q. Resources

The learning support department budget is used to purchase books, stationery, testing materials, games, subscriptions, computer program and licences.

R. Funding

No charge will be made for one-to-one tuition or group help given within the provision already made by the School.

Where a charge is made by an outside agency, such as an educational psychologist, this will be the responsibility of the parent.

S. Transition Arrangements

When a pupil transfers to a new year group, including when transferring to the Senior School, the relevant reports and information are passed on and discussed with the new staff.

When a pupil with additional learning needs transfers to another school the relevant reports and information will be forwarded to the new school.