



ROSE HILL SCHOOL

ROYAL TUNBRIDGE WELLS

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LEARNING SUPPORT POLICY

Updated May 2009

This policy has been reviewed and updated and is based on the revised Code of Practice, November 2001, Education Regulation 1999, National Curriculum DfES 2000, SEN & Disability Act 2001, as quoted below.

Definition (Revised Code of Practice November 2001, DfES)

'Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

(Children should not be considered as having a learning difficulty solely because English is their second language)

Special educational provision means:

Educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age'

NB All references to child/children within the following policy refer to children at Rose Hill.

AIMS

- To ensure that the special educational needs of children at Rose Hill are identified and assessed. The provision made should be dependent on the needs of the pupil and resources being available and obtainable
- To identify the roles and responsibilities of staff in making provision
- To ensure that parents are able to support their children
- To ensure that, where appropriate, the views of the child should be sought and taken into account
- To enable all children to have full access to the curriculum

PRACTICE

Whole School

- If a child's progress gives cause for concern the teacher should liaise with the Learning Support Teachers (LST) as soon as possible.
- For most children, extra help will be provided within the classroom, managed by the class teacher., form tutor or subject teacher through differentiation.
- When additional or different action is needed to help children with particular learning needs make adequate progress, the advice of subject leaders and the Learning Support Teachers will be taken
- Parents will be informed and their views and support sought at every stage
- Children requiring learning support generally work in class alongside their peers. There may be times when they will benefit from withdrawal as individuals or as part of a small group. An additional charge for this extra support may be levied

Main School

- Where possible, children will participate in the setting of learning targets and contributing to IEPs (Individual Education Plans). The IEP should focus on a maximum of 3 or 4 targets relating to key areas of communication, literacy, maths, behaviour or social skills that match the child's needs
- Each time a new IEP is raised a copy will be sent to the parents. As targets are met, a copy of the IEP with evaluation will be sent out
- In the Main School, teachers are informed on a regular basis of current key targets from children's IEPs.
- In addition to the IEP, the LST will maintain a short-term target card for each child. This card will be updated each time a target is worked on with the child. A copy of the record card will be attached to the child's diary and, when completed, sent home to inform parents of their child's progress.

- Provision will be made for extra time, a scribe, a reader or other support in internal exams if it is felt that it would be to the child's advantage. External examinations are subject to the requirements of the exam board or receiving school.

Pre-Prep School

- In the Pre-Prep, IEPs are kept in the classroom for teachers.

ADMISSIONS AND POST-ENTRY PROCEDURE

The decision to accept a child with Learning Difficulties into the school should depend on the belief that a child has the general ability to thrive in the demanding and stimulating environment of the school. A child with Learning Difficulties may continue at Rose Hill if it is believed that it is in the child's best interests to do so. The decision will remain with the Headmaster. *(See also School Admissions Policy)*

THE GRADUATED APPROACH

The key test of the need for action is evidence that the child's current rate of progress is giving cause for concern.

There should not be an assumption that all children will progress at the same rate.

1. Initially, where a child gives cause for concern, the teacher will make provision for that child through differentiation of the learning objectives and an extension of the normal range of teaching strategies. Parents will normally be made aware of the teacher's concerns through discussion at Parents' Evenings or through communication by the Class Teacher, Form Tutor or Head of Area.
2. If the child's progress continues to give further cause for concern, the Learning Support Teacher will become involved to make initial assessments and provide some individual or small group tuition either in the classroom or as programmed withdrawal. These interventions are *additional to* or *different from* those provided as part of the school's usual differentiated curriculum and strategies. An IEP(Individual Education Plan) will be drawn up and the views of both parents and, where appropriate, children will be sought.

This stage is known as Early Year Action for Early Years children or School Action for children in the primary phase.

3. If, following assessment and review of the IEP concerns remain, the Learning Support Teacher(LST), Special Educational Needs Co-ordinator(SENCO), Class Teacher, Form Tutor or Head of Area, in consultation with the parents may ask for help from outside agencies for the purpose of specialised assessment, for example, of speech and language difficulties, visual impairment or specific learning difficulties (dyslexia).

The advice and support received will influence the targets set in a new IEP, to include strategies that are *additional to* or *different from* those at School Action or Early Years Action. This stage is called Early Years Action Plus or School Action Plus.

IEPs are reviewed termly. The views of parents are sought at each stage.

The range, type and intensity of interventions may be reduced as the child's progress improves.

Any parental concerns regarding the SEN Policy or provision should be addressed in the first instance to the appropriate Head of Area. Parents who wish to make a complaint about the special educational provision made for their child at school should follow the school complaints procedure. (*See Parents' Handbook*)

ROLES AND RESPONSIBILITIES

- **Parents**
Parental support is both sought and encouraged in all aspects of school life and particularly with regard to SEN interventions.
- **Class Teacher, Form Tutor and Subject Teachers**
Will help in the identification of children in need of Learning Support and liaise with the Learning Support Teacher (LST)
- **Learning Support Teacher**
The LST assess the needs and progress (using standardised tests – eg Aston Index) of children who give cause for concern and advises teachers on strategies for intervention. In consultation with the child's teachers the LST draws up the IEP and maintains records for short-term targets. The LST supports children within the classroom and also withdraws individuals and small groups to focus on specific targets.

The LST meets with Pre-Prep SENCO to discuss pupils' needs and progress and liaises with outside agencies and parents.
- **SENCO (Pre-Prep)**
Has an overview of Pre-Prep children receiving Learning Support. Liaises with Pre-Prep staff and LST to ensure children's needs are addressed. Acts as a point of contact for parents in LST's absence.
- **SENCO (Main School)**
Has an overview of Main School children receiving Learning Support. Liaises with Main School staff to ensure children's needs are addressed. She maintains Records and provides weekly updates to staff of children's current targets.
- **Headmaster**
The Headmaster has strategic responsibility for overseeing the provision for children with special educational needs.
- **Monitoring and evaluation**
IEPs were redesigned in September 2004 to facilitate the production of a valid working document closely tailored to each child. Alongside this a new system of record cards has been introduced to monitor each pupil's progress towards achieving their targets.
Monitoring is ongoing.
Evaluation is ongoing.

APPENDICES

- Appendix 1: Current Individual Education Plan
- Appendix 2: Suggestions for target setting