



Careers Guidance Policy

Review Date: September 2021

Reviewed by: SMT

Review Period: 12 months

Staff Responsibility: Head of Learning Support

Learning Support and Special Educational Needs (SEN) Policy

The Learning Support and Special Educational Needs Policy applies to all students in the school, from Early Years Foundation Stage (EYFS) through to Sixth Form, including those who have Education Health Care Plans (EHCPs). The policy sets out how we aim to apply a whole-school approach to meet each student's needs in reference both to the guidelines provided by the SEND Code of Practice 2015 and to the duties under the Equality Act 2010.

Windermere School invites its students to make the most of the opportunities offered and to flourish in the challenging but caring environment of the school. Treating every child as an individual is important to us and we welcome applications from students with SEN.

The aim of the Learning Support Department is to ensure that the opportunity for independent learning extends to all students - regardless of learning difficulty, disability, or other specific need. All teaching and support staff throughout the school work with SEN students, and all staff have a responsibility to identify students with a potential SEN. For the majority of SEN students, most of their needs should be addressed through quality first teaching. The Learning Support Department is an integral part of ensuring that equality of access to the curriculum, learning, and extra-curricular activities, is provided for all children within the school. Experienced staff work alongside class teachers, subject specialists and parents to enable students to achieve their potential. Whilst the overall aims of Learning Support are the same throughout the school, there are differences as children progress up the school due to changes in the needs of the children and in the curriculum framework they are being supported within.

AIMS

To provide access to a broad and balanced curriculum, but also to offer small group support, or individual help, where students have been identified as having SEN.

To develop an ethos of care, empathy and understanding. This is essential when dealing with children with special needs, who may have low self-esteem.

For all students to experience success, and achievement, and to reach their full potential.

OBJECTIVES

- To identify students with SEN and ensure that where possible their needs are met.
- To identify students who have emotional and behavioural difficulties and where possible meet their needs.
- To ensure that students with SEN join in with all the activities of the school.
- To ensure that all students make the best possible progress.
- To ensure that parents are informed of their child's special educational needs and provision and that there is effective communication between parents and school.
- To ensure that students express their views and are fully involved in decisions, which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

Admissions Procedures

Admissions procedures for a child entering the school are designed to ensure that individual children's specific needs are met. Completion of the *registration* form, including details of any difficulties the child has previously encountered, and subsequent discussion with parents is an important part of this process. The number and length of pre-admission visits varies according to the child's age, developmental maturity and any specific difficulties. Records and reports from any previous school are used to inform admission planning and the Head of Learning Support is informed of any concerns, so that appropriate assessment can be carried out or existing assessment reports can be examined.

Where children are identified as needing support in order to access the curriculum and participate fully in the day to day life of the school, a transition plan will be agreed prior to entry suggesting the types of adjustments which can be reasonably made to support the child and suggestions of additional support which can be offered to further develop areas of weakness. Students taking the School's Entrance Assessment may have appropriate support (extra time, reader or scribe) provided to ensure that their SEN are not a barrier to them being able to demonstrate the assessment objectives. **The school reserves the right to decline the admission of a potential student if it feels it would be unable to meet the level of need required.**

Identification, Monitoring and Screening

We believe early awareness of children's learning differences and difficulties is vital. In EYFS there will be monitoring and reviewing throughout, in line with the Statutory Framework. Students' progress is monitored throughout the school and concerns should be passed onto the Learning Support Department. At Elleray (for students aged 3-11 years old) the class teacher completes a Learning Support Record of Concern form; a hard copy can be found in the class SEND file and electronically on the T drive. This is passed on to The Learning Support Coordinator for SEND and Head of Elleray, Mrs Julie King. At Browhead (11-18 years of age) a Learning Support Referral Form should be completed. A hard copy can be found in the SEND Staff folder or electronically in the Staff Shared drive SEND folder or in the files section of the SEND Microsoft Team. This should be handed to the Head of Learning Support.

Screening for handwriting takes place during the Autumn term for all Year 7 students using the Detailed Assessment of Handwriting (DASH). In addition to this screening assessment, all students complete the Cognitive Abilities Test 4 (CAT4), The Single Word Spelling Test (SWST) and the National Group Reading Test (NRGT). Should a concern be identified, the Head of Learning Support will liaise with the Head of Lower School, parents, subject teachers to gather further evidence and decide on an appropriate course of action. This could be further

GL Assessment such as the Dyslexia Screener, or other standardised assessment such as the WIAT-III-UK, TOMAL2, CTOPP2.

All students from Year 1 upwards at Elleray complete GL assessments during the Summer Term. Should a concern be identified at the Elleray Campus the Learning Support Coordinator for SEND will liaise with the class teacher, parents, the Head of Tracking, Reporting and Assessment to gather further evidence and decide on an appropriate course of action.

Assessment

Requests for assessments may result from information gathered as part of the admission procedures; be made by members of staff, parents, students themselves; or as a result from the findings of routine whole cohort assessments, such as CAT4, NRG, SWST. The assessment process may take the form of a discussion with the student's teachers and a period of monitoring or a more formal educational assessment. Formal assessment by either the Head of Learning Support, or an external specialist teacher (e.g. South Cumbria Dyslexia Association) or an Educational Psychologist can be arranged. The results of assessments will be feedback to parents orally and where needed a report will be written. Advice and information from the assessment will be shared with teachers, following discussion with parents.

Levels of support

Appropriate differentiation

Many students who experience some level of learning difficulties can have their needs accommodated by normal differentiated classroom provision, with the Learning Support Department providing guidance to teaching staff as required. There is extensive information available, with strategies in the SEND Microsoft Team/ SEND folder on the shared drive.

Monitoring

Students who are coping well in school but have a known learning difficulty, or about whom there is a low level of concern, may be placed on the SEND Register under code M for monitoring and on SIMs. The Learning Support Department informs teachers about the student's strengths and difficulties, suggests strategies to overcome these in class and monitors progress from a distance.

Additional Support

Children who require additional support, beyond the quality first teaching provided by class and subject teachers can receive Learning Support. The level of support should be sufficient that the child can feel secure and able to access the curriculum confident of achieving success, but development of independent learning skills is still encouraged. Each child has an individual action plan, containing targets for the child's progress each term.

Small group tuition

Small group tuition allows students' difficulties to be addressed in a secure environment. Strengths can be identified and learning styles which suit the individual encouraged. As students progress through school the focus changes from remediating specific difficulties to developing strategies for success at GCSE and IBDP/ IBCP.

1:1 tuition

1:1 tuition may be suggested for students whose current difficulties are best addressed on an individual basis. This is most often used for our youngest and oldest students, and for those with specific learning difficulties, sensory needs, .

In class support

Learning Support Assistants may work alongside students in class, enabling them to achieve at their own level within the classroom environment.

Support from external agencies

If a child receiving extra intervention is still not making sufficient progress advice or assessment may be sought from an external agency. Parental involvement in this process is important, and the right of parents to be fully informed about concerns relating to their child is paramount. Co-ordination of the response to concerns and communication with parents is the responsibility of the Learning Support Coordinator for SEND (Elleray Campus) and the Head of Learning Support (Browhead Campus).

Statutory Assessment

If there is sufficient cause for concern and evidence of intervention, which has not succeeded, a request may be made for statutory assessment with a request for SEND Early Help. This is co-ordinated through the Cumbria Local Safeguarding Children Board (<https://www.cumbriasafeguardingchildren.co.uk/LSCB/earlyhelp.asp>) and could lead to an Education Health Care Plan (EHCP) (Children and Families Act 2014, SEND Code of Practice 2015). Gathering of information in school, and involvement of parents is essential to a successful outcome of the process. This is achieved by following the routine record keeping and Learning Support Referral process.

Individual Learning Plans and Reviews

Students receiving formal Learning Support will have a Student Passport and where deemed appropriate an Individual Learning Plan (ILP) which contain targets for the student's progress. ILPs are reviewed twice a year, and the level of progress made and new targets are set shared with parents. This information acts as the progress report for students receiving Learning Support lessons.

Students with EHCPs will have an Individual Learning Plan (ILP). They will also have the statutory annual review as set out by the Code of Practice.

Reviews take place twice a year, in January and June at Browhead campus and December and June at Elleray Campus. Parents are invited into School to discuss their child's progress, any concerns, and targets. Members of the Learning Support Department are always present at Parent Evenings.

EYFS SEN students have a Cumbria County Council 'Early Years SEN Support Plan' as their IAP and these are usually reviewed with parents and staff every 8-10 weeks.

Sharing information with teachers

All students who have some level of Learning Support involvement will appear on the Learning Support Register (SEND Register). They will be identified by the following codes:

M Monitor

K Support

EHCP Education and Health Care Plan

This includes students who have been assessed at some stage or who have a known learning difficulty or disability, whether or not they currently receive any input from the Learning Support Department. The SEND Register at Browhead (Senior School) can be accessed via the Shared Drive under Curriculum/ SEND 2020 and the SEND Microsoft team. A hard copy is available on request from the Learning Support room. The register contains a brief statement of a child's presenting difficulty, eg dyslexia, slow processing speed, the support code, Provision being made. Student Passports can be found as an attached document under the

learners' SEN profile on SIMs and. The can also be accessed electronically via the Shared Drive as above and SEND Microsoft Team. It is the responsibility of all teachers to ensure that they are familiar with the learner's profile, their difficulties, and ways to enable them to make progress relevant to each child they teach.

The SEND Register is updated as the need arises, during an academic year, such when new students enter the School.

Transition

As students transfer between classes and stages in school every effort is made to ensure that new teachers are aware of the strengths, learning styles and difficulties that students have demonstrated previously. This process is more important where students have a specific learning difficulty. The Head of Learning Support is involved where a student is known to have, or there are concerns they may have, some form of learning or developmental difficulty. Learning Support records transfer with the students as they progress through school, and can be shared with providers of further and higher education if requested by students (for example exam access arrangement file). If a student with SEN leaves school, their SEN file and information will be sent to the new school following GDPR regulations.

Arrangements for exams and assessments

Where students have been identified with some form of learning difficulty, impairment or disability reasonable adjustments can be made in order to avoid them being placed at a disadvantage in exams and assessments. Students with learning difficulties may be entitled to arrangements such as extra time, use of a reader or a scribe in examinations. The Learning Support Department work with subject teachers, students and parents to identify and provide appropriate support.

Additional arrangements of this type are known as Access Arrangements and their provision for public examinations must comply with the regulations contained in the Joint Council for Qualifications (JCQ) Access Arrangements, Reasonable Adjustments and Special Consideration General and Vocational qualifications (produced for each academic year September to August). Educational assessment for access arrangements is usually carried out in school by Wendy Fitton, Head of Learning Support. (see Access Arrangements Policy, Disability Policy for examinations).

It is the responsibility of the Head of Learning Support to ensure that assessment and provision of access arrangements is in accordance with the latest JCQ guidelines, for all students who have been identified as having a learning difficulty, or where a concern has been raised by a member of staff, parent or student. Access arrangements may not be appropriate for all students who have an identified learning difficulty or concern, but should be considered for all students on the SEND Register and records kept of the evidence used to support an application for access arrangements or to determine that they are not appropriate. Members of teaching staff will be asked to complete evidence to support a student's application for AA. Evidence from other outside agencies such as CAMHs, hospital consultants may also be sort.

Support may also be given to students for school examinations and assessments. This should be carefully considered so that the objective that is being assessed is not compromised, but the child is not prevented from showing their knowledge and understanding due to their difficulties. In the Senior School support given to students in Lower School is intended to work towards the level of support they are likely to be entitled to in public examinations. In Middle School and Sixth Form support in examinations will be as close to that available in public examinations as possible.

It is a School expectation, that wherever possible student's with AA provision be made for internal tests and examinations, so as to build up a picture of the student's **normal way of working (NWOW)**. All the names of the student's entitled to Access Arrangements for Exams

and Test can be found in the current SEND folder in the Shared Drive, under the files section on the SEND Microsoft team. This list is updated when the need arises and it is teachers' responsibility to check this.

Resources and facilities

The Learning Support Department has dedicated accommodation at Elleray and Browhead campuses.

Resources are used which suit students' learning styles and needs – such as the Intervention for Dyslexia and Literacy Programme (IDL), AXIS Hands on comp, AXIS Hands on Prompts.

Charges for Learning Support

Additional charges made for teaching and in class support carried out by the Learning Support Department can be found on the finance sheet.

Updated	Version 20	October 2020	W Fitton
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