



Walhampton

**Learning Support and  
Special Educational Needs and Disability (SEND)  
Policy**

**ISI Policy Number:** A2  
**Responsibility:** Head of Learning Support  
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**References:**

- A. Special Educational Needs and Disability Regulations 2014
- B. Special Educational Needs Code of Practice 2014
- C. Statutory guidance on Supporting Pupils with Medical Conditions 2014
- D. Teacher Standards 2012

**Other school policies to which this SEND Policy relates:**

- A. Equality and Diversity
- B. EAL
- C. Gifted and Talented
- D. Admissions
- E. Data Protection
- F. Accessibility Plan
- G. Complaints
- H. Medical & First Aid
- I. Assessment

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## 1. Learning Support Department Statement of Intent

### Our commitment to the school, pupils and parents

The Learning Support Department works towards ensuring that each child is given opportunities to enable them to fulfil their individual potential.

We employ a range of strategies to achieve this including:

- Identification & assessment of individual needs
- Devising individual learning programmes
- Advising and working with colleagues (academic & pastoral)
- Liaising with external agencies
- Communicating with parents

We are committed to equal opportunities and show due regard in our work, policy and procedures to the Special Educational Needs and Disability Regulations 2014 and the Equality Act 2010.

## 2. Definition of Learning Support and Special Educational Needs and Disability (SEND)

**SEN provision** is defined as the support available for those children that have a significantly greater difficulty in learning than the majority of children of the same age. These children are on the school SEN register.

**Learning Support** is for those children who require extra support to maintain and improve their academic attainment. This support may be subject or skills based.

Children have a **learning difficulty** if they have a greater difficulty in learning than their peers. They may have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in the school.

Some children who have SEN may have a **disability** under the Equality act 2010 which is “ a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.”

Children must **not** be regarded as having a learning difficulty solely because the language, or form of language of their home, is different from the language in which they will be taught.

The school will have regard to the **Special Educational Needs Code of Practice (2014)** and the **Disability Discrimination Act (2001)** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

### **3. Objectives and Guiding Principles**

- a. To apply a whole school policy to meeting each child's individual needs following the guidelines of *The Code of Practice for SEN and Disabilities* (DfE & DoH 2014), *The Children and Families Act 2014* and *The SEN and Disabilities Act 2001*.
- b. To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognizing and addressing their individual needs.
- c. To ensure that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum which is appropriately differentiated in order to meet the individual needs of the child.
- d. To provide different levels of intervention, using the graduated approach to match the child's level of need. Where needed, resources and teaching methods that are additional to, or different from, what the teacher normally provides should be put in place.
- e. To ensure that children with learning difficulties are supported as fully as possible by subject teachers, tutors and learning support staff in accessing the curriculum.
- f. To ensure early identification, assessment and provision for any child who may require special educational needs provision.
- g. To help every child realise his or her full potential and optimize their self-esteem, providing pastoral care and support when needed.
- h. To strive for close cooperation between parents, pupils and teaching staff in the whole process of identification, assessment and delivery of provision for children with SEND .
- i. To develop an effective parent partnership in developing and implementing a joint learning approach at school and at home.
- j. To ensure that no child is discriminated against in any area of school life, on the basis of his/her disability. Measures should be put in place in accordance with the requirements of the DDA in order that these children are not disadvantaged in any way.
- k. To ensure that children's records include information relating to their individual needs and the interventions that have been provided.
- l. To conduct regular reviews of the children's progress and include them in decision making and targets.

#### **4. Responsibility for the Coordination of SEND provision**

Key individuals:

- Governor with responsibility for SEND: Neil Chippington
- Head Teacher: Titus Mills
- Head of Learning Support (SENCo): Allison Eaton
- Class Teachers/Tutors: All staff
- Learning Support teachers: Allison Eaton, Elaine Arrowsmith, Janie Wilson and Janet Rae
- Learning Support assistant: Sophia Griffiths

#### **5. Roles and Responsibilities of staff, pupils and parents**

##### **The Governing Body and Headmaster**

The Governors of Walhampton devolve all educational matters to their Education Committee which meets in the autumn and summer terms. Minutes of these meetings are distributed to the full Board. Whilst, for child protection reasons, specific names are never mentioned, the work and direction of the LSU is regularly discussed and any matters brought to the committee's attention, via the Headmaster, are thoroughly examined and actions recommended when necessary. The Headmaster has overall responsibility for the day to day management of all aspects of school work including provision and staffing for pupils with SEND. He liaises with the Head of Learning Support on a regular basis.

In addition, one Governor is allocated to the Academics group and is available for consultation on matters arising from the LSU.

Members of staff are regularly invited to give a short presentation, and answer questions, at the start of Governors' meetings, on their role and responsibility within the school.

##### **The Head of Learning Support's responsibilities include:**

- a. overseeing the day-to-day operation of the school's SEND policy
- b. coordinating provision for children with SEND and those requiring learning support
- c. providing specialist assessments when needed

- d. liaising with and advising teaching staff
- e. liaising with medical staff about those children whose medical conditions, disability or mental health affect their academic progress
- f. ensuring all staff are kept informed of the requirements of children with SEND
- g. managing the learning support team
- h. overseeing the records of all children with SEND
- i. liaising with parents of children with SEND
- j. contributing to the in-service training of staff
- k. liaising with external agencies including the educational psychology services, health and social services, and voluntary bodies.
- l. meeting with new staff, as part of the induction process, to ensure that they are familiar with the SEND policy, and know where to access relevant LSU information

### **Pupil's Responsibility**

- a. To discuss with an appropriate adult if he/she is experiencing any problems.
- b. To be aware of what provision is being made for him/her and to contribute to the decision making process
- c. To take part in the setting of appropriate targets or actions which may benefit him/her
- d. To make the best of strategies which have been recommended.

### **Parents' Responsibility**

- a. To inform the school (pre-entry) of any known problems/previous assessments/medical or psychological conditions their child may have and to send any relevant paperwork in advance of entry.
- b. To inform the school of any difficulties which they may believe their son/daughter is experiencing.
- c. To liaise and cooperate with the pupil and the school in identification and remediation (e.g. complete the parent concern form and additional information form; arrange for advice from GP/ EP/ OT or specialist teacher or

own outside assessments if not using the school's recommended educational psychologists.

### **Teachers' Responsibility**

- a) All teachers are teachers of SEND and must differentiate work accordingly.
- b) To be alert for recurring problems when monitoring children's progress (i.e. letter reversals; spelling difficulties; reading, writing, concentration problems). If SEND has been identified, planning should reflect separate targets for the child and differentiated work should be set accordingly.
- c) If a teacher feels there is a concern then this should be communicated to other staff and discussed in staff meeting and/or LSU meeting. A 'Concern' form should be filled in outlining the problems observed and actions taken so far by the teacher and/or department. In the first instance teachers are encouraged to assist the child with his/her difficulties (with advice from Learning Support teachers) before recommending a referral to the LSU (Learning Support Unit).
- d) To keep informed about the difficulties and strengths of all pupils with particular learning needs by reading and using all information distributed by Learning Support Department (individual profiles; individual learning plans; strategies and techniques recommended by LSD). Teachers should carry out strategies in the classroom which are beneficial to the child's progress (e.g. use sloping surface for writing; seating position in the class; use of topic word bank etc).
- e) To keep records of any concerns about the children and evidence of any extra support given. These records should be passed on to the next class teacher and a full handover should be given.

### **Responsibilities of the Learning Support Team**

- a) Ensure that staff, both teaching and non-teaching, are aware of the school's procedure for identification, assessment and provision for pupils with SEND.
- b) Help classroom teachers to identify, set targets and make provision, through normal classroom differentiation and support, for children with learning difficulties and for any children with an Education, Health and Care Plan (EHCP).
- c) Plan and implement interventions following the advice of outside agencies and educational psychologists.
- d) Provide specialist teaching in class, to groups or individuals in response to needs identified.

- e) Keep ILPs under review, and evaluate at least biannually, together with pupil, teachers and parents.
- f) Maintain SEND records so that they are readily accessible to staff.
- g) Provide information on all children with SEND to all members of staff who may be involved with them. Provide guidance and support to teachers and tutors on methods/actions to take with child to enable the child to make progress.
- h) To advise staff of any changes in assessments, individual learning plans, recommendations by educational psychologists and other outside specialists and any medical information received.
- i) To carry out in-house assessments (initial screening and testing or a full detailed assessment of child) of a child who has been identified with learning difficulties following classroom interventions by the teacher.
- j) Liaise with parents at all stages and involve them in decision making.
- k) To be available for meetings, at mutually convenient times, and to be available for feedback sessions after assessments with educational psychologists or external agencies.
- l) To liaise with medical and boarding staff when necessary.
- m) To seek, and respond to, the views of the children themselves at all stages.
- n) Ensure that suitable exam and entrance assessment arrangements are made for those children who need them.
- o) To collate relevant background information on the children, from staff and parents, to enable appropriate support.

## **6. Arrangements for coordinating the Educational Provision for SEND**

The Head of Learning Support holds details of all SEN records for individual pupils.

All teaching staff can access:

- The school SEND Policy
- Copies of the Learning Support and SEN list
- Individual learning profiles for the children on the learning support and SEN list
- Individual Learning Plans (ILPs)

- Practical advice and information on different Specific Learning Difficulties (SpLD)

All staff have access to up-to-date information about the pupils on the Learning Support and SEN lists. Staff who are not familiar with the children are immediately alerted to any difficulties when they register the children as they will have a heart icon next to their name which links to further information.

## **7. Admission Arrangements**

- a. Pupils are admitted to the school in accordance with guidelines laid down by Walhampton admissions requirements (see Admissions Policy).
- b. Children entering Walhampton will normally spend a day in the classroom with their year group and be informally assessed by the class teacher or subject teachers. In addition, an assessment interview with reading, spelling, and numeracy will be given by the Head of Learning Support, for all children from Year 2 upwards. Should any child already have identified SEND, relevant reports should be brought to the admission interview, or sent to the school in advance of the visit.
- c. Any child who, at the admission interview, appears to have SEND or require Learning Support, may be referred for further assessments so that the school is able to provide the appropriate intervention on arrival. Discussions with parents and pupils, and other professionals when necessary, are held in order to determine if the school can meet the interests and needs of the child.
- d. Walhampton exists primarily as a school which prepares children for Common Entrance at 12 and 13 and for the 11+ examinations. As such, it is a school which maintains a strong academic tradition and may not be suitable for children with moderate to severe learning difficulties. Every effort is made to provide necessary resources within the constraints of the school budget.

## **8. Specialist SEND provision**

Walhampton is committed to whole school inclusion and we support children with a range of SEND. We can provide additional specialist support for literacy and numeracy, and can seek specialist SEN provision and training from external agencies where necessary.

## **9. Facilities for pupils with SEND**

The school complies with relevant accessibility requirements. Please see the Accessibility Plan for more details.

## 10. Allocation of Resources for Pupils with SEND

Pupils with SEND who have an Education, Health and Care Plan (EHCP) can apply for additional funding from their local authority. The Head of Learning Support, SLT and Governor responsible for SEND would then be responsible for deciding how to allocate these resources. The Learning Support Department receives an annual budget from the school.

## 11. Identification and Assessment of Pupils' Needs

Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the school's Head Master, the Head of Learning Support and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

The school follows a **graduated response** which is usually led by the child's class teacher or tutor in partnership with the Head of Learning Support. This follows the assess → plan → do → review process.

A child's needs may become apparent through:

- admission procedures and previous identification of difficulties
- teaching within the nursery or classroom; observation of problems (inconsistent work pattern; behavioural problems; incompleteness of set work)
- tracking procedures (annual or termly reading, writing, spelling, maths tests; and CATS in Prep)
- self-referral to LSU by pupil
- poor test and exam results
- poor effort and attainment grades
- parental concerns;
- further specialist assessments undertaken by the Learning Support team

Concern forms are completed by the appropriate party and problems discussed in staff or LSU meetings or in discussion with the learning support team. At this initial stage strategies are suggested for teacher to put in place and an initial screening/observation may take place. The child will be placed on the Register of Concern to which all teachers have access. If no progress is made then further and more detailed testing by the learning support team will take place or in some cases an Educational Psychologist's assessment will be recommended. A full and detailed

assessment is carried out when required and the results communicated and discussed with the Headmaster and all relevant members of staff. A meeting is set up with parents to discuss the findings and recommendations for assisting the child. Information and results are added to the pupil's school file and the MIS.

The school uses a number of educational psychologists. When assessments are arranged, the parents and member of the learning support team will attend a feedback session, normally on the day of the assessment. Parents are also able to arrange their own private assessments but are requested to communicate the results and recommendations to the school for further action.

The Learning Support team and subject and class teachers will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- some in class support in key subjects
- staff development and /or training to develop more effective strategies

Once a child's rate of progress has been identified as inadequate, despite having appropriate learning experiences, differentiated learning opportunities should be provided at the first stage. Regular and frequent monitoring of the child's progress by the class teacher will show whether the provision is being effective.

Additional opportunities or alternative approaches to learning through small group support, if available, or some support in class in the second stage may also be indicated if progress is still not being made. In the event that this level of intervention does not enable the child to make satisfactory progress, individual support at stage 3 may follow. A full in-house assessment may be undertaken with strategies recommended and individual lessons put in place. Advice and support from external agencies may be sought at this stage.

Where applicable, the local authority will be contacted if an EHCP is considered necessary. This will be considered if the child does not make sufficient progress despite appropriate interventions.

## **12. Records of SEND**

Each teacher will keep records of the interventions they have put in place for a child and will monitor the progress of the child. The LSU will maintain records of individual lessons and will keep the ILPs updated. An individual tracking sheet is used within the LSU to monitor progress and this is shared with parents when appropriate.

### **13. Evaluating the Success of provision**

ILPs are reviewed at least twice a year and staff, parents and children contribute to this process. The LSU works with the Head of English and maths to evaluate whole school data which outlines the progress children have made.

There are Junior and Senior meetings every term to discuss the progress of children on the Learning Support and SEN lists.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. At Walhampton this is done by regularly reviewing achievement and effort grades, test results, subject work and prep and exams. Under these circumstances, teachers may need to consult the Head of Learning Support to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

### **14. In Service Training (CPD)**

We aim to keep all staff up to date with relevant training and development in relation to the needs of pupils with SEN.

The Head of Learning Support attends relevant courses and conferences and presents in-house training. External training may also be arranged after discussion with the Head Master and Head of Academics.

There are also regular meetings during school hours when training or relevant information on learning support matters can be given. The LS team may attend training events and courses to update skills and knowledge (see list of training attended by staff within LS handbook).

### **15. Working Partnership with Parents**

The Learning Support Department believes that it is vital to have a close working relationship with parents in order to ensure that the child makes optimum progress. Parents are invited in to review the ILPs twice a year. LSU staff attend the parent evenings and parents are welcome to make appointments with the LSU team outside

of these meetings.

If assessment or referral shows that a child has additional needs then the parent and child are always consulted with regard to future provision and additional costs. If additional needs are highlighted during a trial day then either the Head master or Head of Learning Support will discuss this with the parent prior to the child starting at Walhampton.

## **16. Pupil Voice**

Children are at the very heart of SEND provision at Walhampton. All staff are aware of the ongoing importance of listening to the views of children and young people whilst providing them with opportunities to participate in the development of their education provision.

The LSU staff review and discuss the Individual Learning Plans with the children twice a year. Children are given the opportunity to add appropriate targets of their choice to the ILP. When planning one-to-one lessons, LSU staff consult with children as to which lessons they will come out of for their individual lessons.

## **17. Links with Other Schools**

The Head of Learning Support attends annual meetings for Area 5 and has built up links with these local schools. This enables us to share advice, training and development activities and expertise. The Learning Support team always has careful liaison with senior schools when the children transfer.

## **18. Links with Other Agencies**

The school maintains a list of Educational Psychologists to whom parents may take their children for a full assessment. We also have links with other agencies such as speech therapists, occupational therapists and physiotherapists.

In addition the matrons at the school liaise with relevant medical bodies and GPs to ensure the medical needs of children are met and all relevant information passed on to staff.

## **19. Monitoring and reviewing the SEND policy**

The policy will be monitored and reviewed on an annual basis.

## **20. Complaints**

Any complaints from parents of pupils with special educational needs concerning the provision at the school should be made through the procedures set out in the Complaints Policy, a copy of which is available from the school's website.