

HUNTER HALL SCHOOL
LEARNING SUPPORT POLICY



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Members of staff (SENDCo) responsible for coordinating Learning Support Main School: Mrs. G Slessor
 Foundation Stage: Mrs G Griffiths

Hunter Hall Learning Support Policy

Sections

Section 1 - Policy Statement for SEND	1
Section 2 – Learning Support Staffing	2
Section 3 - Organisation of Learning Support	3
Section 4 - Transfers to Other Schools	4
Section 5 - Parental Involvement	5
Section 6 - External Communication	6
Appendix - Relevant forms	7

Section 1 - Policy Statement for Special Educational Needs

Introduction

Hunter Hall School is committed to equal opportunity in learning and equality of opportunity for every child. The policy for Special Educational Needs is written with regard to the Code of Practice and the Disability Discrimination Act (2015) and Children and Families Act (2014).

Our vision is that Hunter Hall will endeavour to enable *every* child to achieve of their best and aim to provide the support/differentiation necessary for this to happen.

Definition of Terminology. (Extracted from the SEND Code of Practice)

Special educational provision means educational provision which is **additional** to, or otherwise **different** from, the educational provision made generally for children of their age.

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 in schools within the area of the local education authority or local independent schools.

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.

See Section 312, Education Act 1996

It is expected that the school's supportive learning environment and processes of differentiation will meet the needs of the majority of pupils. There will be a small number of children who need extra support and this policy outlines the ways in which these children are identified and how their special educational needs are catered for.

All children in the school, including those with SEND will be valued and supported. Awareness of SEND difficulties will be acknowledged within the school curriculum and the school ethos. Reasonable adjustments will be made for those with SEND by the involvement of all teaching staff within the framework of the SEND policy.

All staff are made aware of the particular needs of individual children and the provision that is made for them by means of:

- email correspondence
- face to face meetings (1:1)
- staff meetings
- staff training
- information on the school network (ISAMS)
- discussions with parents

Quick reference guides (QRG)

QRG's are generated and updated termly by the SENDCo. These guides should be kept in planning files and new staff/long term supply staff made aware of their existence.

What will provision look like?

The provision may include the use of:

a range of teaching strategies,
allocation of classroom resources
differentiation of learning,
small group withdrawal,
individual teaching,
buddy support,
extra pastoral support
different physical arrangements.

All children will join in with all activities wherever reasonably practicable.

The SENDCo and learning support assistant meet as and when necessary to discuss areas of support and a monthly meeting (or more often if required) is convened with the head teacher to summarise support provision and concerns.

In the Foundation (EYFS) stage:

1. Each child is assigned to a key person who has the responsibility to ensure all key children have their particular needs met.
2. There is careful assessment and recording of a child's ability and attitude to activities.
3. Focussed observations of each child are conducted at regular intervals by the key person.
4. Incidental observations of the child are made by all staff.
5. Parents are involved with the observation, discussion and planning process.
6. Planning is informed by the child's interests and specific needs.

As Hunter Hall is an independent School with restricted funding opportunities, our ability to offer specialist help for a child with a very severe learning disability is limited. The level of support we are able to provide will be assessed according to the needs of the child and the resources we have available in school, taking advice from the LA where necessary.

Our local offer as indicated on our website for both school and preschool states:

We aim to identify children with special educational needs at an early stage. It is our policy to provide assistance and support within the normal classroom wherever possible, though there may be times when small group withdrawal may be more productive and helpful.

Types of Special Educational Need :

The types of Special Educational Need normally identified and supported at Hunter Hall are as follows:

- 1 Specific learning difficulties (e.g. Dyslexia/Dyscalculia/Dyspraxia)

- 2 Physical difficulties (e.g. CMT)
- 3 Speech and language difficulties
- 4 General learning difficulties

Section 2 - Learning Support Department Staffing

Mrs G Slessor External Tutor, (SENDCo) QTS (in school 3 mornings each week)

Mrs G Griffiths B.Ed (Hons) SENDCo (EYFS)
Mrs J Wilson B.A (Hons) Teaching Assistant

Mrs D Vinsome Headteacher

Note : All staff have a responsibility to meet the needs of the children they teach.

Mrs G Slessor acts as SENDCo for the school (liaising with the head teacher due to the part time nature of her role), offering advice and further input and co-ordination where needed. Her services are 'bought in' where she works in close liaison with all teaching staff and teaching assistants.

In this role her job may include:

Liaising with outside agencies including the LA's support service

Liaising with relevant school staff

Helping with transition arrangements to senior school/main school

Co-ordinating provision within school

Keeping records up to date and monitoring them for children with SEND.

Contributing to in-service training of staff

Liaising with governors

Overseeing the day to day operation of the school's SEND policy (in conjunction with the Head teacher/ EYFS SENDCo)

Mrs G Griffiths as SENDCo for the Foundation Stage : duties are the same as above

Section 3 - Organisation of Learning Support

Means of identification:

- Observation by teachers/keyworkers
- Observation by Learning Support Staff/keyworkers
- Observation by parents

Assessment tools include:

- Class teachers own assessment and records which will include:
 - Reception baseline assessment
 - Pre- school on entry assessment
 - ECAT Speech and Language monitoring tool
 - EYFS termly progress checks
 - Foundation Stage Profiles (end of reception)
- Key Stage 1 SATS assessments
- Regular reading age and spelling age tests in years 1 to 6
- Testing in Maths, English and Science twice a year in years 3 to 6
- Frequent in-class testing of work covered
- Dyslexia Screening tool
- IDL tracker
- SEND tracker

Following identification:

Children who are identified as giving possible cause for concern are referred to the SENDCo for more focussed observation/assessment to be carried out

There will be a graduated response as follows:

- 1 Staff will gather information/make observations, completing relevant form (see appendix)
- 2 There will be discussion with parents/class teacher/learning support staff
- 3 SENDCo may carry out assessments/screening. A report will be generated and parents/staff made aware of the outcomes.
- 4 Once a child is identified as needing learning support, their extra support will be tracked and communicated to parents at regular intervals either in the form of formal meetings, reports and/or email correspondence.
- 5 Staff are also informed of the results of tracking. Tracking methods may include the use of IDL and Dyslexia Screeners and school's SEND tracking system.
- 6 Learning support may take place:
 - In the classroom - either by working towards individual targets in the SSP/QRG which may also include modification of teaching practice to improve accessibility e.g. use of mind mapping.
 - In a small group or individually withdrawn for extra help with class work

- In a small group or individually withdrawn for a specific programme of learning e.g. IDL program, which is available for all children to access, but is specifically appropriate for children who have dyslexia/dyslexic tendencies.
 - Our Learning Support Assistant is primarily present in Maths and English lessons to enhance the support offered to individual children within the classroom
- 7 If there is little or no improvement after a child has received extra help for a period of time, or the initial assessment indicates a more severe difficulty, advice and assessment is sought from outside agencies/specialist advisers e.g. paediatrician, educational psychologist, dyslexia specialist
- 8 Reviews of progress are carried out at regular intervals, or as needs dictate. If appropriate, adjustments will be made to the support offered.

Written reports will be provided at termly intervals.

- 9 Subject to parental approval, differentiation of exams may also be considered depending on the level at which the child is working. Access arrangements may be put in place. If it is considered that the child is working below the level of the test then the child may be withdrawn from the test or an alternative at a lower level may be offered. DFE guidance is used with regard to the use of extra time for examinations.
- 10 Very occasionally it may be necessary to refer a child for further assessment. In some cases there may be a situation where it is necessary to initiate an Early Help Assessment via Cumbria County Council - this will follow the relevant Early Help route in conjunction with parents, staff and the child. Where a child has an EHC plan, guidelines within it will be communicated to all staff and a suitable SSP plan written by the SENDCo in liaison with relevant staff. This EHC plan will be reviewed at least annually and parents kept fully informed with relevant follow up meetings arranged as per EHC recommendations.
- 11 The following forms are used to identify and support a child, which can be located in the learning development folder on teams:
- Learning Concern Form
 - School Support Plan Form
 - SCUDA Pre Assessment Form
 - Early Help Assessment Form

Section 4 Transfers to Other Schools

When a child identified as having SEND is transferring to another school the SENDCo/Deputy Head will liaise with the appropriate person at the next school to ensure that all relevant information is passed on and that arrangements are put in place to ensure that this transition is as smooth as possible for the child. This may include time spent at the new school prior to starting/visits to either school by members of staff or strategies to prepare the child/inform the new school. Any appropriate notes collated by staff also form part of the documentation available to future schools.

Section 5 Parental Involvement

Parents/carers are involved in the management of their child's SEND from as soon as this is identified. Measures taken to assist the child are discussed with parents before implementation of any formal support taking place.

Subsequently regular meetings are conducted with staff/SENDCo to discuss the child's progress in addition to any other parents' evenings held in school. Parents may be involved in the strategies to help their child to ensure continuity between home and school and promote the best outcome for the child.

At Hunter Hall we believe that parents should take an active part in their child's learning alongside our Learning Support Staff. Programmes used within school such as IDL Cloud work most effectively when they are supported by regular practice at home as well as school.

Section 6 External Communication

Our school website gives information regarding learning support and information concerning the Local offer

Useful Contact Details:

Dyslexia

www.bdadyslexia.org.uk
scuda.kendal@talk21.com
www.scuda.co.uk

Dyspraxia

<https://dyspraxiafoundation.org.uk/>
<https://www.dyspraxiauk.com/>

Special educational needs and disabilities (SEND)

www.education.gov.uk/childrenandyoungpeople/send

Local offer

<http://localoffer.cumbria.gov.uk>

Autism

Karen.nicholson@carlislempcap.co.uk
www.autism.org.uk

Ref – Part 1 of ISI (Commentary of regulatory requirements) Quality of education provided – special educational needs para 42 – 51)

