

THE HEATHLAND SCHOOL

GOVERNORS' POLICY ON LEARNING SUPPORT

INTRODUCTION

This policy is based on the recommendations contained in the SEN Code of Practice (January 2015) and provides the information required by the Education Act, 1996. It provides a staged approach to pupils with special educational needs, based on a 'continuum of needs and a continuum of provision'. Above all, it is designed to ensure that the commitment to excellence which is at the heart of the school's Mission Statement applies in full measure to pupils with special needs and those whose difficulties arise from an insufficiently developed command of English.

The Governors' Policy on Learning Support was first introduced in September 1995. This is a revised version, prepared in consultation with the governors, staff and Senior Management Team of the school.

1. A DEFINITION OF SPECIAL OR ADDITIONAL EDUCATIONAL NEEDS

A child has special educational needs if he or she:

- 1.1 has a significantly greater difficulty in learning than the majority of children, whether the cause be cognitive, behavioural or a combination of both
- 1.2 has a disability which either prevents or hinders him/her from making use of the facilities provided for children of the same age in the school
- 1.3 has an additional need which requires provision to be made for him/her, possibly for a temporary period of time

2. A DEFINITION OF SPECIAL EDUCATIONAL PROVISION

Special educational provision means provision which is additional to, or otherwise different from, the educational provision made generally for pupils of the same age in school.

3. OBJECTIVES OF THIS POLICY

Objectives:

3.1 To ensure that all pupils with special educational needs have access to balanced and broadly based curriculum, including the National Curriculum

3.2 To ensure that pupils with Special Educational and/or EAL Needs all achieve their full potential

3.3 To provide a staged approach to provision for pupils with Special Educational needs

3.4 To ensure that all interested parties i.e. pupils, parents/ guardians, teaching and support staff and members of outside agencies are familiar with the school's approach to pupils with Special Educational or EAL needs

3.5 To promote an active partnership with parents/guardians

3.6 To provide a framework for evaluation

Indicators of success:

Disapplications kept to a minimum; pupils able to access the curriculum with differentiation and support as appropriate

Results of internal and public examinations; value added measures [e.g. FFT, Progress 8 and Raise online] show that pupils achieve better results than their level of ability would suggest

Pupils placed at appropriate stage under the Code of Practice; evidence in Educational, Health and Care Plan (EHCP) Reviews that the provision made is appropriate to the needs of the pupil

Feedback from those named; school policy published and freely available

Regular contact with parents/guardians ensuring that they are fully informed of their children's progress; interviews where appropriate; parents/guardians attend EHCP Review wherever possible; information evenings to update parents/ guardians on new initiatives

Evaluation provides a secure basis for developing and refining provision

4. THE HEAD OF LEARNING SUPPORT

The school's Head of Learning Support is Mrs C Muya. She is line managed by the Assistant Head [Inclusion] and has specific responsibility for:

- 4.1 the day-to-day operation of this policy
- 4.2 liaising with and advising members of staff on all matters relating to pupils with Special Educational Needs
- 4.3 co-ordinating provision for pupils with Special or Additional Educational Needs, including EAL
- 4.4 liaising with parents/guardians of pupils with Special or Additional Educational Needs
- 4.5 managing the Learning Support Team, which comprises Learning Support Advisors, Teaching Assistants and an EAL teacher
- 4.6 acting as Chair of the Learning Support Group
- 4.7 input to the appropriate sections of the Disability Equality Scheme & Accessibility Plan
- 4.8 providing and arranging appropriate CPD for members of the Learning Support Department

5. ADMISSION ARRANGEMENTS

The school works within the Framework for Community schools laid down by the London Borough of Hounslow. Parents/Guardians of pupils with an Education Health and Care Plan who are joining the school are offered a personal interview. There is close liaison with feeder primary schools.

6. FACILITIES FOR PUPILS WITH DISABILITIES

- 6.1 Ramps to main entrance to the school
- 6.2 One male and one female disabled toilet
- 6.3 Handrails where appropriate
- 6.4 Wheelchair access to most areas
- 6.5 Lifts in all buildings
- 6.6 Contrast strips on stairs and steps

7. ALLOCATION OF RESOURCES TO AND AMONG PUPILS WITH SPECIAL EDUCATIONAL NEEDS

- 7.1 The staffing establishment of the Learning Support Department is determined by the Headmaster
- 7.2 An annual capitation allowance is provided by the Deputy Head [Pupil Support] from the Pupil Support budget

8. IDENTIFICATION, ASSESSMENT AND PROVISION

- 8.1 The school follows the model recommended in the Code of Practice. The characteristics of each stage are briefly outlined in this section. Key Procedures 601, 605 - 609 set out our working practices in full
- 8.2 Screening procedures for new Year 7 pupils are set out in Key Procedure 603. The objective is to ensure that departments and Year Teams have access to as much relevant information as possible in order that they may establish the educational needs of all new pupils
- 8.3 The trigger for “Wave I” is evidence that a pupil is showing signs of having Special Educational Needs and that the pupil concerned needs additional help. The Head of Learning Support takes the lead in assessing the pupil’s special needs and in planning, monitoring and evaluating provision. Full details are given in Key Procedure 605
- 8.4 The trigger for ‘Wave II’ is a decision that a pupil needs additional help. In appropriate circumstances, the Head of Learning Support may decide that a pupil should go straight to this stage. ‘Wave II’ differs from ‘Wave I’ in that the Head of Learning Support now consults and involves external agencies as appropriate. Full details are given in Key Procedure 606
- 8.5 Whilst at ‘Wave II’ the Head of Learning Support may decide that a pupil should be referred for statutory assessment. In a very small minority of cases the Head of Learning Support may recommend referral without having taken action at ‘Wave I’ or ‘Wave II’ stages. Full details are given in Key Procedure 607
- 8.6 ‘EHCP’ applies to pupils who have been issued an Education, Health and Care Plan. Full details are given in Key Procedure 608
- 8.7 On admission to the school, pupils who were on the SEN register and receiving additional intervention at their previous school are automatically placed on the register at The Heathland School and their progress is carefully monitored
- 8.8 The Head of Learning Support has discretion to remove from the register any pupil who, in her view, no longer has special educational needs. In these circumstances she will consult the Head of Year. Likewise, she may decide to move a pupil back to an earlier stage if the pupil’s progress warrants it. Letters are sent to parents informing them of all changes.
- 8.9 Pupils who have a learning need based solely on their limited grasp of English will not be placed on the Special Needs Register but will be on the EAL database

At all the above stages, departments and Year Teams have a key role to play in ensuring that pupils receive appropriate provision – in partnership with the Learning Support Department.

9. ACCESS TO THE CURRICULUM

As stated in paragraph 3.1 supra, a key objective of this policy is to maximise access to the curriculum. Disapplication or modification of the National Curriculum will therefore be sought only in exceptional circumstances.

10. WITHDRAWAL OF PUPILS FROM TIMETABLED LESSONS

In most cases, additional SEN and EAL support will be provided in normal lessons. However, there are circumstances where withdrawal may be of benefit to the pupil [i.e. additional support in basic skills, behaviour modification, and specialist support from an outside agency]. The Head of Learning Support will supply Heads of Department and Heads of Year with a list of those pupils who will be withdrawn from lessons. The withdrawal programme will be revised termly.

11. LINKS WITH OTHER SCHOOLS; ARRANGEMENTS FOR TRANSITION BETWEEN SCHOOL AND BEYOND SCHOOL

- 11.1 The Deputy Head [Pupil Support] oversees all transition arrangements
- 11.2 The school has long-standing links with feeder primary schools. Members of the Senior Management Team make visits to these schools and gather relevant information
- 11.3 There are established procedures for passing on information when a pupil transfers to another school
- 11.4 Our Careers Advisor Miss Joseph attends all annual reviews for all pupils with an EHCP in the school. They attend to help to support the pupils' plans for the future.
- 11.5 The Head of Learning Support works closely with the Careers Adviser to ensure that pupils on the register have access to appropriate careers advice

12. COMPLAINTS PROCEDURE

A key objective of this policy is to promote an active partnership with parents/guardians and to involve them fully at every stage [cf. Section 3.5 supra]. The majority of queries and complaints can quite properly be resolved on an informal basis. Formal complaints are resolved in accordance with Key Procedure 701 which is designed to ensure that complaints are dealt with speedily and satisfactorily.

13. INSERVICE TRAINING

The Learning Support Department runs a variety of training sessions on matters relating to pupils with special needs. The Head of Learning Support and Learning Support Advisers are likewise happy to provide informal advice and guidance to members of staff on all aspects of this Policy. Staff may also request specific training at a Performance Management interview.

14. CRITERIA FOR EVALUATING THIS POLICY

- 14.1 The principal criterion is that pupils who receive support under this Policy should achieve more than would have been predicted on entry to the school. Value added measures [e.g. FFT, Progress 8 and IDSR] will provide an indicator of success
- 14.2 Reduction in the percentage of pupils with Special Educational Needs who are not entered for GCSE examinations
- 14.3 Evidence of appropriate in-service training
- 14.4 Full records of Learning Support provision
- 14.5 Evidence of progress at EHCP Reviews and Pupil Passport Reviews, i.e. pupils achieve their targets
- 14.6 Appropriate deployment of Learning Support staff so that pupils' needs are met and targets achieved
- 14.7 Evidence of appropriate provision in departments and Year Teams
- 14.8 Positive feedback on SEN and EAL provision from staff, pupils and parents/guardians

SUPPORT GUIDELINES FOR MAINSTREAM TEACHERS

1. You are asked to find time to discuss lesson content and structure with your support teacher in advance of the lesson
2. Please involve the support teacher as much as possible in the preparation, delivery and evaluation of the lesson
3. A lesson format which makes maximum use of the support teacher should be used e.g. group work, pair work, drafting, discussion, differentiated tasks and worksheets
4. You are asked to clarify how you want the support to work with the group and agree matters relating to discipline
5. Please ensure that your support teacher has access to the syllabus and department textbooks
6. Support teachers can:
 - a) target individuals / small groups or be available to help all pupils
 - b) assist in the preparation of suitable resources
 - c) team teach

Please consult Learning Support staff should you require further advice / guidance / information

THE ROLE OF THE DEPARTMENTAL REPRESENTATIVE

- i) To liaise with the Head of Learning Support and Learning Support Team:
 - To attend Learning Support Liaison meetings
 - To pass SEN information to the department, including information about individual pupils
 - To bring back feedback from the department to the Head of Learning Support
 - To ensure that all Pupil Passports are evaluated using Edukey by the deadlines set by the Learning Support department

- ii) To monitor the Learning Support given within the department:
 - To keep a record of which classes / pupils are receiving support

- iii) To liaise with staff who teach pupils with SEN or EAL

- iv) To assist in the development of strategies for teaching the least able:
 - To look at ways of adapting teaching materials
 - To look at exam papers with the least able in mind and ask the advice of Learning Support specialists whenever necessary

- iv) To keep Learning Support issues on the departmental agenda