



SAINT NICHOLAS SCHOOL

LEARNING SUPPORT POLICY

Note: This policy applies to all sections of the school including EYFS

Reviewed February 2021

Review Date February 2022

1. Background

At Saint Nicholas School, we are committed to providing individualised learning for **all** our pupils, including EYFS. Our intention is to provide the appropriate support regardless of label or diagnosis to ensure that all students have the opportunity to learn and make progress. The School SENCo liaises and works closely with all teachers and teaching assistants to ensure that support is as inclusive as possible. Multi-sensory teaching, with up-to-date resources and techniques, is designed to engage all learners. The support may be one-to-one, within small groups or in the classroom and may be short or long term.

2. Definitions

Pupils have a special educational need or disability (SEND) if they require special educational provision to be made for them. Pupils have SEND if they:

- have significantly greater difficulty in learning than the majority of their peers.

or

- have a disability which prevents them from making use of the usual educational facilities provided for pupils of the same age. Areas of need may include Communication and Interaction, Cognition and Learning, Social, Emotional, Mental Health Difficulties, Sensory/Physical Needs. The limitations in these areas would go "beyond the normal differences in ability which may exist among young people" and would be both 'substantial' and "long term" (Equality Act 2010)

As a school we recognise that we

- '...**must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.' (SEN Code of Practice, January 2014, DfE)

In regards to safeguarding and in accordance with KCSIE, the school is mindful of the fact that pupils with SEND are often the most vulnerable students within a school and therefore those working closely with SEND students are extra vigilant of any safeguarding issues which may arise.

3. Legislation

This policy is informed by the following legislation:

- The Education Act (1996)
- Equality Act 2010
- Public sector equality duty 2011
- Children and Families Act (2014)
- The SEND Code of Practice 0-25 years (SEND Code 2015)
- Keeping Children Safe in Education (2020)

This policy also follows the annual publication by the Joint Council for Qualifications (JCQ):

- Access Arrangements, Reasonable Adjustments and Special Consideration

4. The Department

4.1 Personnel

The Learning Support Department comprises:

- SENCo's
 - Natalie Crewe – Middle and Upper School SENCo
 - Lucy Thomas – Lower School SENCo
- Four Higher Level Teaching Assistants
- Six Learning Support Assistants

4.2 Objectives

- To identify any pupil who may have SEND or additional needs at the earliest opportunity
- To set and promote high expectations and standards for pupils with SEND
- To encourage and promote Quality First Teaching for all pupils with SEND
- To remove barriers to learning by personalising learning
- To provide evidence-based interventions and support whilst ensuring that pupils with SEND are taught in a fully inclusive environment, as far as possible, in line with the WAVES of Intervention identified in the SEND Code of Practice 0-2 years 2015
- To follow the assess, plan, do, review cycle
- To ensure all school staff are aware of pupils' SEND through a register and that SEND is not viewed in isolation, but in the context of the whole school community
- To work in close partnership with parents and/or guardians at all stages in the support cycle
- To ensure all pupils are given appropriate access arrangements for internal and external exams, in line with the JCQ requirements, that becomes their normal way of working during their education at Saint Nicholas School
- To provide and direct teaching staff to appropriate INSET and training
- To work closely with external organisations/professionals to ensure appropriate access when necessary
- Complete Form 8 documentation for SEND students and submit data to JCQ AAO for those students requiring Access Arrangements for examinations
- Organise and oversee the practicality of Access Arrangements for all school examinations

5. School admission and transition

Parents are asked to inform the School, at the time of entry, if their child has any history of SEND or difficulty and to supply copies of any formal assessments/ diagnoses. Parents should be aware that failure to disclose such information can have a serious adverse impact on the School's ability to determine whether the School is the right learning environment for the pupil or to provide the right level of support for the pupil from the outset. With this information the SENCo can establish the level of adjustment necessary to support that pupil and assess whether the School has the resources and expertise for these adjustments to be reasonable. Reasonable adjustment will be made for pupils in the admissions assessments that are in line with this policy. ▲

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The main transition occurs in Year 6 and most pupils will progress to the Senior School at Saint Nicholas. In the case of a pupil leaving to attend another school, the SENCo will liaise with the SENCO of the new school and transfer all relevant information as permitted by the parents. Offers of a visit by the SENCo can be made if it is thought this would be helpful.

Whilst reasonable adjustments can be made, all places are offered on the basis that the pupil is physically, socially and emotionally able to benefit from the School's faster pace of learning. The final decision on whether the School can support any pupil rests with the Head.

6. Identification and Provision

Early identification, assessment and provision for any child who may have special educational needs and difficulties (SEND) is crucial. Identification of those students who may have SEND can be through:

- teacher referral
- the school's ongoing assessment data
- specific screening tests
- a conversation with the pupil and parents.

Provision is offered based on the need of the child and in line with the Code of Practice "Waves of Intervention".

This may include:

- In class support
- 1:1 lessons
- Small group work
- Classroom observations

Saint Nicholas School has close links with external services and organisations both within the NHS and in the private sector in order to best support pupils within the School. This may be in the form of additional sessions, advice or assessment. These professionals/services include:

- Educational psychologists
- Clinical psychologists and psychiatrists
- Speech and language therapists
- Occupational therapists
- Local EWMH teams
- Counselling services
- Dyslexia teachers from Dyslexia centres
- Play therapy

It should be noted that any support from private external professionals may incur an additional cost.

7. The Local Offer

Whilst we do our utmost to support pupils with SEND, we recognise that in some instances Saint Nicholas may not be able to meet changing or developing needs. Where this is a concern we will discuss options with parents as early as possible.

8. Senior School exams

Saint Nicholas School follows the requirements stipulated by the Joint Council for Qualifications (JCQ) regarding access arrangements for public examinations. These are detailed in the publication 'Access Arrangements, Reasonable Adjustments and Special Consideration'. It should be noted that sitting an examination in an alternative location to the main cohort is an access arrangement, and as such this will only be granted to pupils that have this additional entitlement.

9. Access arrangements

Access arrangements are considered on an individual basis and will consider the needs of the pupil and the methods of assessment for each subject's examination. There are two categories of access arrangement, firstly, centre-delegated which are put in place by the School and require no formal assessment or application to the JCQ and secondly, the arrangements which require approval and must be granted by the JCQ or awarding bodies. The aforementioned is coordinated by the SENCO who hold the appropriate qualification for assessing access arrangements. This table details the most commonly used arrangements in both categories:

Centre-delegated access arrangements	Arrangements requiring approval
Supervised rest breaks	25% extra time
Separate invigilator within the centre	Scribe
Read aloud	
Reader	
Prompter	
Word processor*	

*A word processor will not be granted to a candidate because he/she simply wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home. The use of a word processor must reflect the candidate's normal way of working. A pupil will be granted the use of a word processor following a referral from a teacher and/ or consultation with a parent, and has one or more of the following: a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly; a medical condition; a physical disability; a sensory impairment; planning and organisational problems when writing by hand or poor/ illegible handwriting.

All queries regarding access arrangements should be discussed with the SENCO.

10. Staff Development

At Saint Nicholas School we plan to provide opportunities for all staff to develop their ability to meet pupils' individual needs. This is fulfilled by providing a programme of INSET which regularly focuses on developing teaching pedagogy. In addition, teaching staff and LSAs are encouraged to attend training sessions organised by external organisations which focus on developing specific areas of learning and learning difficulties.