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Each day, discovery.



ELTHAM COLLEGE

A2 Learning Support Policy

Last reviewed: March 2020



Version Control Information

Reason For Amendment	Name	Date	Main changes
Annual Review	DCR	January 2017	Combined Junior and Senior School policies into one document Clarified charging arrangements.
Review of EAL provision	DCR	June 2017	Clarification of the arrangements for students with English as an Additional Language- Section 13
Recommendations of ISI Inspector	AMM	February 2018	Removal of conditional tenses
Annual Review	CPG/NT	March 2019	References to Pupil Passports and in class support
Annual Review	CPG/NT/ AMM	March 2020	Updated information about assessment and access arrangements

Other Related Documents

- Special Educational Needs and Disability Code of Practice: 0-25yrs (2015)
- Keeping Children Safe in Education, 2019
- Equality Act 2010;
- Children and Families Act 2014.



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1 Introduction

Learning support within Eltham College is based on the recommendations from the 0-25 SEND Code of Practice, which sets clear expectations on schools to deliver a whole school approach to SEND, with good quality teaching as a first response and a clear focus on outcomes.

The principles of the Code of Practice 2015 take into account the views of students and their families, ensures a joint collaborative approach among professionals in education, health and social care. It focuses on inclusive practices and the removal of barriers to learning and prepares young people for adulthood. It takes a holistic approach to supporting the young person.

This policy takes account of the Local Offer provided by Bromley LEA. Services across education, health and social care are to be jointly commissioned.

2 Definitions

According to the 2015 Code of Practice, a child has special educational needs if they have learning difficulties that call for special educational provision to be made. A child has learning difficulties if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age;
- Have a disability which prevents or hinders the child from making the use of educational facilities at school;

The school takes note of the Special Educational Needs and Disability Act 2001 which prohibits all schools from discriminating against disabled students in their admissions arrangements and the education provided by the school for its students. Reasonable adjustments must be made to accommodate the needs of students with SEN.

3 Equal Opportunities

Eltham College acknowledges its duties within the Equal Opportunities Act and the Special Educational Needs and Disability Act and this is set out set out in the school's Ethos and Aims, Pastoral Care policies. The care for each student is central to the school's aims and provision. We recognise the importance of:

- Students developing an understanding of the views and rights of groups to which they do not belong and that this is an important part of learning to live in society;
- Learning to understand and respect differences of gender, race, religion, age, ability and disability and social disadvantage;
- Providing, through the behaviour of the staff, towards each other and towards students, an example that will encourage students to grow up conscious of the importance of equal opportunities and respect for others;
- Respecting the cultural and ethnic diversity of students, parents and staff, welcoming the enrichment of the environment which this brings, and of fostering positive attitudes towards our multi-cultural society;
- Learning about equal opportunities so that it enhances the curriculum.

4 SEND Aims of the School

- To identify and support students with specific educational needs through a whole school approach, whilst working in partnership with parents and any other relevant outside agencies;
- To ensure that all students have access to a broad and balanced curriculum;
- To provide a differentiated curriculum appropriate to the individual's needs and abilities;



- To ensure that students with SEND have the opportunity to take a full part in all school activities;
- To ensure that parents and carers of students with SEND are kept informed of their child's progress and attainment;
- To actively reduce barriers to achievement.

We assess each student as required and make appropriate provision based upon their identified needs.

5 Special Educational Provision Means:

Provision which is additional to or different from that made generally for students of the same age. At Eltham College, this may include for example, additional learning support lessons provided by a member of the Learning Support Department, additional learning support lessons provided by a member of the Learning Support Department, friendship groups for social and communication skills and targeted support.

6 Roles and Responsibilities

Eltham College has a Head of Learning Support in the Junior School and a Head of Learning Support in the Senior School. Each member of staff reports to the appropriate member of the school leadership team. Additionally, the Junior School has a specialist teacher who reports to the Head of Learning Support. This post supports on a 1:1 basis, teaches small groups and supports groups of students with EAL.

The Head(s) of Learning Support:

- Oversee the day to day operation of policy;
- Co-ordinate provision of students with SEND or students who are identified as needing targeted support (these students do not necessarily have a specific learning difficulty but may have a need identified by the teacher);
- Keep an up to date register of students with SEND;
- Attend pastoral meetings as appropriate;
- Maintain effective records such as student profiles, appropriate targets and review of progress;
- Broaden their professional development and members of the team;
- Liaise with external agencies;
- Liaise with parents;
- Manage the work of any specialist teachers employed by the Junior School;
- Manage screening or conduct initial assessments to identify students with SEND (Year 3, Year 7, Year 12 or students who may join later);
- Give advice to colleagues and liaise between Junior and Senior school, particularly over transition;
- Keep up to date with changes in legislation and policy, effective interventions;
- Support or train new staff as required;
- Identify and maintain resources as appropriate;
- Meet regularly with SLT;
- Liaise with the SEND Governor;
- Provide the relevant evidence for access arrangements in school and public examinations.

Staff:

- Are responsible and accountable for the progress of the students in their classes, including where students are supported by specialist staff;



- Know how to access information about students with SEND;
- Are aware that high quality, differentiated teaching is the first step in responding to students' needs;
- Know how to refer students for support;
- Liaise with the relevant Head of Learning Support in the Junior or Senior School;
- Note the central tenet of the SEND Code of Practice (2015), namely that 'high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN';
- Receive training as appropriate from the Head of Learning Support that explains the school's systems and structures.

Role of Parents

The school works closely with parents to support their child and has much to contribute in the support of students with SEND. Where parents are concerned, they should contact the Form Tutor in the first instance.

In some circumstances, the school will recommend a referral to an external professional, such as an educational psychologist. **Any decision to involve outside agencies must involve the school.** Any parent wishing to pursue an external assessment should contact the Learning Support Department in order to receive information on how this process works and for a list of recommended assessors where there is a trusted working relationship with the school. Please be aware that, in line with the Joint Council for Qualifications (JCQ) regulations, the school may not be able to accept reports carried out by assessors with whom such a relationship does not exist. Having liaised with the school about this process it is the responsibility of the parent to make the referral.

The school ensures that there is regular communication regarding progress, and this takes the form of parents' evenings and written reports. In the Junior School there will be an end of year meeting to review progress and set targets for the forthcoming year.

Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties. The Heads of Learning Support will report to governors regularly to keep them updated.

7 Admissions

The school ensures that students are admitted who can access the curriculum with the appropriate level of support that is provided by the school. All students with SEND or an Education, Health and Care Plan (EHCP) are welcome to apply for a place at Eltham College in line with the school admissions policy. Pupils must be able to pass the assessment criteria once appropriate access arrangements have been put in place, in line with JCQ criteria, and where the school can provide for the pupil's needs by meeting reasonable adjustments

8 Identification, Assessment and Provision

Early identification is key. The school will use appropriate screening and assessment tools to identify students with specific needs.

Junior School



Some of the students joining Eltham College may have already had their needs assessed. These students will be placed on a register of students with learning support needs and a student profile will be formulated between the Head of Learning Support, Form Tutor and parents to provide the appropriate level of support needed for that individual. The plan will include targets and recommendations which will be decided with the parents and student.

Year 3 Screening

- Screening for specific learning difficulties e.g. dyslexia in the first term;
- Further assessment in consultation with parents;
- Collating evidence from the teacher;
- Lesson observations;
- Further detailed assessments for specific students identified through screening (e.g. Dyslexia Portfolio);
- Formal assessment by an external professional;
- Listening to parent and student concerns;
- For higher levels of needs, specialised assessments may be used from an occupational therapist, psychiatrist, paediatric specialist, visual or hearing impairment staff;
- Screening in the Junior School is the responsibility of the Junior School Head of Learning Support.

The results of these findings provide the basis for the pupil passport.

Senior School

- Standardised assessment tools such as MIDYIS, YELLIS, ALIS, Progress in English in Year 7, writing and spelling tests in Year 7 and Year 12;
- Screening software such as the Dyslexia Screener/Portfolio;
- Full assessments completed by an appropriately qualified specialist teacher or educational psychologist who has an established relationship with the centre, in line with the regulations set by The Joint Council for Qualifications (JCQ). Prior to assessment, the school must have provided background information to the assessor to ensure that the school and the assessor are working together to ensure a joined up and consistent process.
- Evidence based upon student progress, expectations of progress and appropriate data where available. This will include high quality and accurate formative assessment;
- Evidence obtained by teacher observation/assessment;
- Listening to parent and student concerns;
- For higher levels of needs, specialised assessments may be used from an occupational therapist, psychiatrist, paediatric specialist, visual or hearing impairment staff;
- Screening in the Senior School is led by the Senior School Head of Learning Support

The results of these findings will provide the basis for the pupil passport.

Identification at any other stage

- By Form Tutor or subject teacher using high quality formative assessments;
- Informal assessment by a specialist teacher in school;
- Formal assessment by an external professional, who has an established relationship with the centre, working closely with the school as delineated above.
- The results of these findings provide the basis for the pupil passport.



Where a learning need is identified, a pupil passport will be written and circulated to teachers and parents. This will identify strengths and learning needs and will be reviewed regularly. The student will be entered onto the SEND register and their progress will be monitored with targeted support provided should parents and students choose this.

9 Monitoring and Progress

Adequate progress is that which:

- Narrows the attainment gap between the student and their peers;
- Equals or improves upon the student's previous rate of progress;
- Ensures full access to the curriculum;
- Shows an improvement in independence, social or personal skills;
- Shows improvements in the student's behaviour;
- Is likely to lead to further education, training or employment.

Progress in school is monitored by a range of methods:

- Observations of pupils within the classroom environment by the appropriate Head of Learning Support;
- Work scrutiny and reviewing student's work by the appropriate Head of Learning Support (working with key departments or year groups, with a specific focus for the work scrutiny);
- Informal feedback from staff;
- Monitoring of targets (either set by the subject teacher or the specialist teacher);
- Listening to the views of parents;
- Listening and consulting with the views of students when reviewing progress;
- Tracking and reviewing aptitude grades and attainment grades regularly;
- Liaising with key staff in pastoral meetings;
- Formal assessment of reading and spelling skills using standardised tests where appropriate.

10 Education Health Care Plan (EHC Plan)

If a student continues to have significant difficulties and the School has taken relevant and purposeful action to meet the needs of the young person, parents or the school can request an Education, Health and Care Plan (EHCP) needs assessment with the Local Authority. Parents are fully supported at every stage of this process.

11 Provision

The main methods of provision made by the School are:

- Full time education in classes with additional help and support by the subject teacher through differentiation;
- Targeted in-class support
- Periods of withdrawal to work with a member of the Learning Support Department for literacy, study skills, numeracy skills or social and communication skills;
- A graduated approach identified in appendix 1. This sets out what is considered to be available to all, what is considered to be targeted support and what is specialist support;
- The school's SEND support is underpinned by the four-part cycle: assess, plan, do and review.



12 Access Arrangements for Examinations

Exam Board Regulations

Regulations for access arrangements are determined by the Joint Council for Qualifications (JCQ) and other relevant awarding bodies such as Cambridge Assessment International Education.

Access arrangements allow candidates with specific needs to access the assessment and show what they know and can do without changing the demands of the assessment. In line with the Equality Act 2010, awarding bodies make reasonable adjustments where a candidate would be at a substantial disadvantage in comparison to someone who is not disabled. In order to justify the requirement for a specific access arrangement, the centre must demonstrate how a candidate would be at a substantial disadvantage in comparison to someone who is not disabled if the arrangement were not in place. The arrangement must be the normal way of working and appropriate to their needs.

As an Examinations Centre, the school is required to ensure that any adjustments are based upon appropriate evidence of need and must not unreasonably advantage a candidate for whom significant evidence of need is not apparent.

Access Arrangements for Pupils at the School

Whilst external reports undertaken prior to a pupil's arrival at Eltham College do not provide automatic evidence of need for access arrangements a GCSE and A level, they do form an important part of a pupil's history of need and provision and should be submitted to the Head of Learning Support as soon as possible. A member of the Learning Support Department will liaise with the pupil and parents to organise appropriate support. Students in Year 7 and new students in Year 9 and the Lower 6th are screened in the first few weeks of the Michaelmas term providing further evidence of specific needs.

The school's assessment, monitoring and tracking systems allow the school to make a reasoned decision based upon our experience of a pupil for GCSE and A level courses. Testing, examinations and feedback from teachers enable the school to identify and build up a picture of need for any pupil who may require examination access arrangements for public examinations. The Head of Learning Support meets with and assesses each student who may require access arrangements, usually in Year 9. In line with JCQ regulations, no assessment carried out prior to the start of Year 9 can be used to apply for access arrangements in public examinations, including those carried out by our recommended specialist assessors or Educational Psychologists. In cases where there is no previous full diagnostic assessment in place for a student, at this point in the Middle School, an assessment by a recommended assessor who has an established working relationship with the school may be appropriate. The school may not be able to accept reports carried out by assessors with whom such a relationship does not exist.



Given the importance of building up a picture of need over a period of time, normally more than one term is needed to make a final decision regarding access arrangements. The JCQ deadline for processing of access arrangements by schools is 21st February, prior to a series of public examinations, except in cases of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the deadline. Decisions regarding access arrangements rest with the school.

13 Charging

Senior School

There is no charge for additional support where students have been identified as requiring additional support and are on the Learning Support register. Where and a parent initiates a request for a full diagnostic report, parents will be liable for the full cost of the diagnostic report.

14 Students with English as an Additional Language (EAL)

We recognise that EAL is not a specific learning need but that students with EAL may require support with their language acquisition. Identification of EAL needs begins at the admissions stage and the screening process at key entry points provides an additional indicator of possible difficulties. Responsibility thereafter lies within the English department. However, the Learning Support team will work alongside English teachers to offer guidance and may contribute towards the support of students with EAL if this is considered appropriate. Teachers are provided with strategies to support them in specific actions that promote the development of language acquisition in class.

On admission, parents are asked whether their children predominantly speak another language at home and the first language they acquired. The first spoken language is recorded.

15 Learning Support Homework

There is no set homework allocation for this subject. However, on occasion, students may be required to complete tasks set by the Learning Support Teacher.

16 Record Keeping

It is the responsibility of the Head of Learning Support to keep up to date records of students. These will be in the form of:

- Individual pupil passports which are made available to all teaching staff;
- Individual target and review records;
- Programmes of study as appropriate to the needs of the student;
- SEND register;
- Teaching notes, target and review records;



- Written reports to parents as per the school reporting schedule.

17 Working in Partnership with Parents

The school has regular meetings to share the progress students with additional needs with their parents. The process of decision-making is shared by providing clear information relating to the education of these students. Any decision to involve outside intervention will be made together with the parents and it will be their responsibility to seek a referral.

In the Junior School there will be a communication via the Learning Support Teacher in the Lent and summer Terms and a report comment included in the summer report. Parents meet with the Head of Learning Support and Learning Support tutor in the summer term of each year, to review progress and set targets for the forthcoming year and the Head of Learning Support attends 'Meet the Tutor' evenings.

In the Senior School, there is a reporting schedule for aptitude grades and comments written in a full report. The Head of Learning support attends parents' evenings and 'meet the form tutor' events to support staff and meet parents. There will be a 'drop in' session for the parents of Year 6 students who are due to move to the Senior School where both Heads of Learning Support will be present.

18 Useful Support Organisations

Dyslexia Association of Bexley, Bromley, Greenwich and Lewisham (www.dyslexiawise.co.uk)

British Dyslexia Association (www.bdadyslexia.org.uk)

Dyslexia Action (www.dyslexiaaction.org.uk)

Dyspraxia Foundation (www.dyspraxiafoundation.org.uk)

Burgess Autistic Trust (Bromley) (www.burgessautistictrust.org.uk)

Lewisham Autism Support (lewishamproject@nas.org.uk)

General parent support provided by Bromley Local Authority (www.bromley.mylifeportal.co.uk)

ADHD Foundation adhdfoundation.org.uk

19 Student Participation

The Code of Practice recognises that schools should show sensitivity, honesty and mutual respect when encouraging students to share their concerns. The ways in which students are encouraged to do this should reflect the student's evolving maturity. Students are actively encouraged to be independent learners and to reflect on how they manage their learning in the classroom.

20 Health and Safety

The Learning Support staff are under a legal obligation to co-operate fully in health and safety matters by ensuring that all areas are safe for themselves and others in line with the school's Health and Safety Policy. They are also required to act in a safe way themselves, following the school's recommended procedures and reporting any hazardous conditions or concerns to the relevant line manager or Head of Learning Support for onward communication to the Facilities Team.

Appendix 1 – Graduated Response at Eltham College

Universal – academic (available to all)	Targeted – academic (available to some)	Specialist
<p>Differentiation within the lesson</p> <p>Differentiated homework tasks</p> <p>Visual aids (e.g. visual timetables, reading rulers, reminders)</p> <p>Use of writing frames, scaffolding tasks</p> <p>Clear and explicit modelling of skills by teacher</p> <p>Access to homework/subject clubs (Senior School only)</p> <p>Revision classes</p> <p>Study skills classes with Elevate Education (Senior School only)</p> <p>Structured routines, clear expectations and boundaries, clear system of sanctions and rewards</p> <p>Subject buddy (Maths – Senior school)</p> <p>PSHE/Wellbeing programme (e.g. understanding discrimination and stereotypes, coping with emotions, resilience etc.)</p> <p>Lunch clubs in Learning Support</p>	<p>Setting for specific groups (Junior School)</p> <p>Strategies for individuals e.g. time out cards</p> <p>Targeted support for specific groups for literacy/numeracy (Junior School)</p> <p>Student passports/student profiles</p> <p>Access arrangements in tests and exams</p> <p>1:1 withdrawal for specialist teaching</p> <p>Flexible timetabling/flexible curriculum (Senior School)</p> <p>Use of ICT/laptop for classwork and homework</p> <p>Targeted study skills support for specific students</p>	<p>Specialist professionals: occupational therapist, paediatrician etc.</p> <p>Counselling</p>



Universal – pastoral (available to all)	Targeted – pastoral (available to some)	
<p>Peer mentoring support in Junior School and for Year 7 students in Senior School</p> <p>Support from Form Tutor (e.g. organisational skills)</p> <p>Support from Section Head (Senior School)</p> <p>Support from school nursing staff</p> <p>Encouragement towards extra-curricular activities</p>	<p>Time out for medical conditions</p> <p>Friendship group support</p>	