



NEWCASTLE UNDER LYME
JUNIOR SCHOOL

Learning Support Policy

"The best start in life"

DEFINITION OF SPECIAL NEEDS

At Newcastle-under-Lyme Junior School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014**

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Children differ in the rates at which they develop and learn for many reasons. Those who are recognised as experiencing difficulties, and for whom teaching and learning requires some form of intervention, are said to have a special educational need and will require support for learning.

LEARNING SUPPORT STATEMENT

Newcastle-under-Lyme Junior School's policy is:

1. To recognise and respond to the diversity of pupils' needs
 2. To enable all children to take advantage of the opportunities offered by the School, both educational and social
 3. To offer a broad based curriculum which provides a level of differentiation to take account of children's abilities, interests and talents
 4. To enable children to take increasing responsibility for their own learning as they progress through the School, to be aware of their individual strengths and weaknesses and to improve their confidence and self-esteem
 5. To provide a co-ordinated whole school approach to special needs provision where it is the responsibility of all class teachers to work with other staff, parents and pupils to identify individual needs, respond to them and offer appropriate support so that all pupils achieve success and eventually their potential
- For this to be achieved the policy must be based on a shared understanding of the philosophy involved and the strategies by which children can be supported

- In order to help pupils, teaching staff and parents, the learning support department supports pupils who are experiencing difficulties, either general or specific, through a sensitive, realistic and positive assessment and support procedure

The Learning Support Department:

- Offers advice and guidance to teachers on how they can most effectively meet individual needs within the classroom
- Liaises closely with parents keeping them fully informed of their child's individual needs and their progress
- Involves pupils where in target setting and working towards improving their own success level within the classroom
- Provides additional teaching support as appropriate, which may be either within the classroom or on a withdrawal basis. Where a pupil is withdrawn from the classroom specialist learning support teaching may be either 1:1 or small group based on individual pupil needs

For the above to have greatest chance of success:

- Early identification of a pupils needs is essential

PROCEDURE

A staged process of identification and support of an individual will be maintained which takes account of the new code of practice for special education needs and recognises the importance of the following:

- Early identification of an individual's difficulties
- Intervention specific to the child's difficulty is offered – no single or specific teaching programme or method is used since each child's support is based upon his or her strengths and weaknesses and is planned and prepared in consultation with colleagues.
- Effective partnership with parents
- Involvement of the pupil in planning and setting personal targets
- Strategy cards are prepared for those pupils who have specific needs and a diagnosis. Where appropriate this will involve the child, parents and teachers and will be reviewed termly
- Strategy cards are prepared in consultation with either class or subject staff and will link to the curriculum or specific needs of the child
- Pupils' progress will be monitored through, the School's termly report system, class/subject teachers' individual achievement records and, where appropriate, by formal/standardised testing

- There will be regular consultation between the Learning Support Co-ordinator (LSC) and the class teachers to monitor the progress of children identified as having specific difficulties
- Where necessary the LSC will liaise with class teachers to advise on appropriate teaching strategies and levels of differentiation for those pupils with specific difficulties so that individual pupils' needs are met within the classroom
- Pupil records will be updated on a regular basis and relevant information shared with class teachers

INVOLVING PARENTS AND PUPILS

The School's arrangements for parents of children with special educational needs should include:

Information

- On the School's special educational needs (SEN) policy
- On the support available for children with special educational needs
- On parents' involvement in assessment and decision making, emphasising the importance of their contribution

Partnership

- Arrangements for recording and acting upon parental concerns
- Procedures for involving parents when a concern is first expressed within the School
- Arrangements for incorporating parents' views in assessment and subsequent reviews

Access for parents

- The School recognises the importance of and encourages early parental involvement, so that parents and staff can work together to support the child
- Good communication between home and school can make a significant difference to a child's progress and success

Pupil involvement

The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the pupil concerned.

Pupils should be actively involved in the process of assessment and monitoring. Pupils' views in identifying their difficulties should be recorded as should setting goals. The LS teacher will discuss with the pupil and agree a development strategy and individual education plans.

THE ROLE OF THE LEARNING SUPPORT CO-ORDINATOR

This includes the following:

- Identification of children with additional educational needs and provision of appropriate support. This will be in conjunction with class teachers, taking into account parents' and pupils' views
- Diagnostic testing
- Maintenance of a learning support register
- Implementing and maintaining records to monitor pupils' progress and action taken
- Discussion/involvement with parents
- Provision of professional support to colleagues where necessary
- Liaison with the Educational Psychologist
- Responsibility for the day-to-day operation of the special needs policy
- Contribution to the in-service training of staff

IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational need in line with the Code of Practice 2002. A range of evidence is collected through the usual assessment and monitoring arrangements:

Pupils are identified through –

- Teacher observation,
- Liason with parents,
- Assessments in the Autumn and Summer Terms,
- All children in the school and those that subsequently enter are tested using the computer based diagnostic assessment InCAS. This identifies what pupils know and can do which can prove invaluable for teacher planning and highlight any areas of weakness or concern.
- The Primary Care Trust nurse (currently Jayne Tainton) being involved through parental or teacher contact offering advice, making observations and subsequently referrals to relevant bodies where necessary.

Pupils are assessed through –

- Informal assessments by Learning Support Assistants or Co-ordinator
- Formal assessments by one or more of: Educational Psychologist, Occupational Therapist, Speech and Language Therapist, Paediatrician or through CAMHS (Child and Adolescent Mental Health Services)

- Children in Years 3 and 5 complete the Lucid Rapid Screening for Dyslexia as well as children entering the school in other age groups.
- Children in Reception are screened using Ann Arbour to assess sequencing, processing and phonic skills.

If any of the above suggests that the learner is not making the expected progress, the class teacher will consult with the LSC in order to decide whether additional and / or different provision is necessary. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Pupils who have disabilities but no special needs will be recorded on the school's medical register.

Newcastle-under-Lyme Junior School has four stages of provision graded from Level 1 – 4; Level 4 being a Education Health and Care Plan (EHCP):

- Level 1 – The class teacher has the initial responsibility for this - the most important and effective method of assessment in all areas of the curriculum is teacher observation. Learning support staff may provide in-class support or group withdrawal. Progress is monitored informally and formally. Teaching staff differentiate both by delivery and expectation, providing differentiated teaching material where required.
- Level 2 – If it is felt the current level of support being provided isn't sufficient or there are on going difficulties parents will be informed. Pupils at Level 2 will require closer support and a greater involvement from Learning Support will be provided.
- Level 3 – If the school has evidence that a pupil is making insufficient progress despite significant support and intervention at Level 2, we may seek advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. Teachers are guided by the recommendations of any report and, where necessary individual or small group tuition will also be implemented. Progress is monitored and reviewed regularly. Special internal and external arrangements are made for examinations according to rules set out by the examining bodies.

At this level a Strategy Card is drawn up by the Learning Support Co-ordinator in discussion with the Learning Support Assistants and the class teacher.

The Strategy Card will be reviewed at least every term and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents / carers will also be invited to participate in target-setting and review process.

The Strategy Card will set targets for the pupil and will detail:

- ❖ The teaching strategies to be used

- ❖ The provision to be put in place
- ❖ When the plan is to be reviewed
- ❖ Success and / or exit criteria

Between Levels 3 & 4 a request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous strategy cards and targets for the pupil.
 - Records of regular reviews and their outcomes.
 - Records of the child's health and medical history where appropriate.
 - Assessment results for standardised tests completed at school in literacy and numeracy.
 - Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
 - Views of the parents.
- Level 4 – EHCP
 - Any requirements from the EHCP will be put in place.
 - Annual reviews will take place, including meeting with all relevant professionals invited to ensure the correct provision is being given.

EVALUATION

This policy will be the subject of ongoing review by the Learning Support Co-ordinator and the teaching and non-teaching staff. It will be reviewed biennially.

COMPLAINTS PROCEDURE

Complaints about the provision or organisation of SEN will be dealt with through the procedures outlined in the whole school complaints policy.