

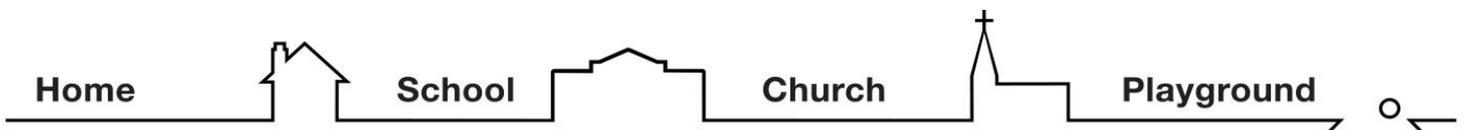
December 2018



## Learning Support and SEN Policy

March 2019

Person responsible	Chris Tye
Date of Last Review	December 2018
Recommended by CGS Committee	January 2019
Ratified by Full Governing Body	March 2019
Date of Next Review	March 2020



## FOUNDING PRINCIPLES AND SOURCES

The Learning Support Team have adopted the following mission statement:

*To work in keeping with the Salesian tradition, following the footsteps of Don Bosco, ensuring that students with SEN to those of their peers are fully included in the life of our learning community and have equal opportunity to fulfil their potential.*

The policy, in its design and implementation, compliments the school's ethos and aims, its teaching and learning policy and its vision for Care, Guidance and Support (also referred to as inclusion). All students are entitled to a broad, balanced, relevant and differentiated curriculum. As a Catholic School we affirm the unique creation of every student and thus recognise that all students have individual educational needs which should be taken into account. All students, regardless of their ability and level of need, are entitled to be here and to succeed here.

The policy, in its design and implementation, reflects the SEN Code of Practice 2014 and underpinned by the United Nations Convention on the Rights of the Child (UNCRC), with particular reference to:-

Article 12 'Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.'

Article 23 'A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.'

Article 28 'Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity.'

and Article 29 'Education must develop every child's personality, talents and abilities to the full; it must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'

Furthermore, the policy also reflects the Inclusion Development Programme and guidance from the Nurture Group Network on Nurturing Schools. In particular, the policy draws directly from the Six Principles of Nurture Groups in setting out the guiding principles of the Learning Support Team:

- Teaching and learning is best approached through a developmental lens, with active awareness of learning differences and learning difficulties.
- Classrooms should offer a safe, supportive base from which students can take on the challenge of learning.
- There should be a continuous focus on the development of self-esteem, as a fundamental contributor to achievement.
- Language and literacy is vital to successful learning and social-emotional well being.
- Unacceptable behaviour is best approached as communication of an unmet need.
- Transition is significant in the lives of children.

## STRUCTURE & RESOURCES

Drawing on national policy and commonly-held good practice amongst schools, the Learning Support Team divides its remit into two main categories:

- **EHCP (Education Health and Care Plan)** - A sub-section of SEN referring specifically to the needs presented by students who have an EHCP.
- **SS (School Support)** - The main umbrella term used within the school for needs presented by students that cannot be met by universal / Wave 1 approaches. This includes those students who have been formally identified by specialists as having

conditions such as ADHD, ASD and Dyslexia-Tendencies etc. It also includes students with physical and sensory disability.

For those students with a highlighted need but may not require any additional support, they are placed on the SEN register and a Personalised Support Strategy is created to share their needs with relevant staff. Any concerns noticed will lead to analysis and potentially lead to them receiving further support.

Two further separate areas that the Learning Support Team has substantial input into is providing support for students identified as:

- **English as an Additional Language** - A sub-section of SEN referring specifically to students who were born in Britain for whom English is not the first language as home and for students not born in Britain, having arrived in the country after the acquisition of their first language (typically 5 years old or over). Within this, there is the sub-section of 'International New Arrivals' – that is, those students who have arrived in the UK within the previous three years.
- **Medical Needs** - A sub-section of SEN referring specifically to students with a medical condition that is permanent / ongoing and is likely to interfere with attendance to school and participation in a full mainstream curriculum.

### **Staffing Structure:**

The SEN Department is fully incorporated with the Pastoral Team into the new *Care, Guidance and Support* area – with the creation of a new staffing structure for the renamed Learning Support Team: See Appendix 1

In line with the SEN Code of Practice (2014), the school adopts a Graduated Provision Map for action on barriers to inclusion and achievement within the school community. **See Appendix 2**

### **OVERVIEW OF DAY-TO-DAY PRACTICE**

Broad areas of Special Need Education provision should be matched to the child's identified special educational needs. A student's special educational needs are generally thought of in the following four, broad, areas of need and support:

- Cognition and Learning
- Communication and Interaction
- Social, Mental and Emotional Health
- Physical and/or Sensory needs

**See Appendix 3**

### **CORE SYSTEMS AND PROCESSES**

Whilst requiring flexibility to respond to ever-changing needs and challenges, there are ten core systems and processes that underpin the work of the Learning Support Team. **See Appendix 4**

### **QUALITY ASSURANCE**

For details of the line management structures in place and other quality assurance measures in place. **See Appendix 5**

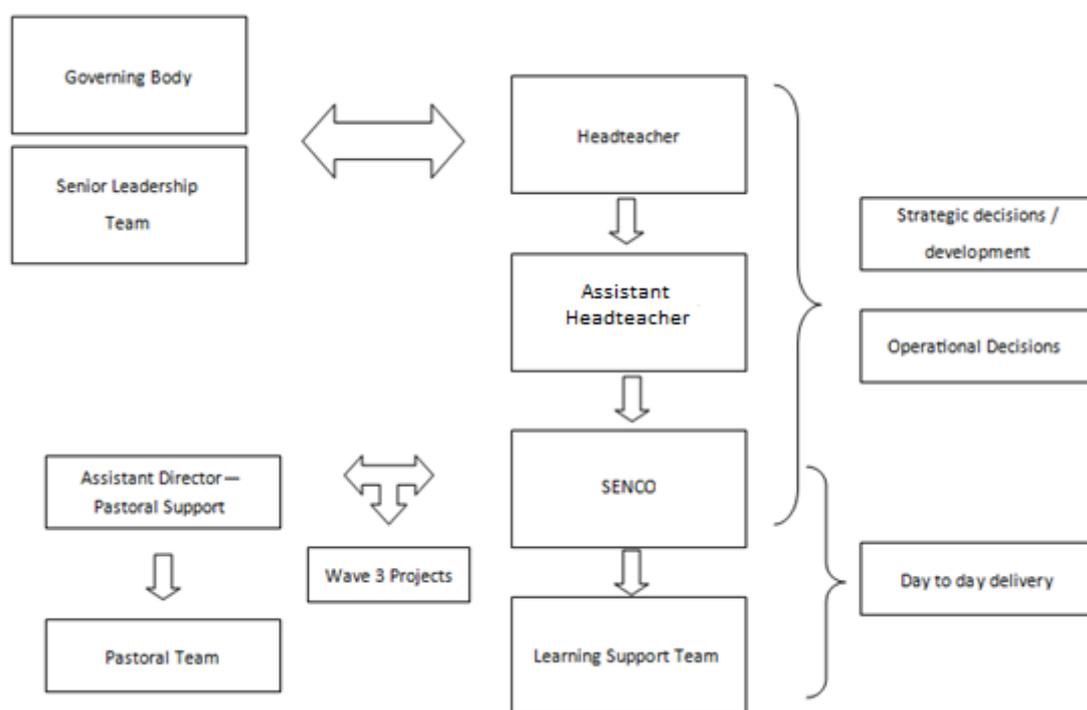
### **Monitor and Review**

The Governors of the Care, Guidance and Support Committee is primarily responsible for monitoring the implementation of this policy.

### **Governor Approval and Review dates**

The policy will be reviewed and evaluated annually by the Governing Body, in consultation with the Assistant Headteacher SENCo Learning Support Team.

**Appendix 1  
Staffing Structure:**



**Current Staffing**

As of September 2015, the Learning Support Team includes the following staff:

**SENCo**

**Learning Support HLTA**

**Learning Support Assistants / Key Workers**

**Bosco Centre Manager - CGS / Learning Support**

The Learning Support Team is resourced by delegated SEN funding.

The Learning Support Team is based primarily in the 'Learning Support Area' in the Bosco Centre which has the following rooms. These rooms have the following broad uses:

**Room 1** – Computer room for intervention.

**Room 2** – Computer room for lessons.

**Room 3** – Teaching classroom.

**Room 4** – Meeting / Intervention room.

**Room 5** – Agency room.

**Room 6** – Intervention classroom.

**Room 7** – Meeting room and SENCO office.

**Room 8** – Meeting / Intervention room.

**Bosco main reception** – LSA's and the Bosco Centre Manager are based in the room.

The Learning Support Team also makes use of the School Library, Sixth Form LRC, Nurture room (Rm 29) and the Bosco Centre. These are used when individual students feel self-conscious / stigmatised through use of the Bosco Centre, as a way of ensuring they continue to access Learning Support provision.

The Learning Support Team routinely shares resources with the Pastoral Team as part of efforts to encourage collaborative working. A 'booking out' protocol is in place to facilitate this.

The SENCO will support subject teachers, pastoral colleagues and LSAs in meeting the needs of students with special educational needs by:

- providing detailed information and advice to all staff relating to students' abilities based on primary school data and current data from assessments carried out from Year 7 onwards
- providing advice and support to departments on a range of curricular issues including the selection of resources and teaching strategies
- working directly with students with special needs both in the mainstream classroom or in withdrawal groups
- regularly monitoring the progress of students for whom provision is made through work scrutiny and lesson observations
- regularly monitor the impact of the LSAs and the specialist programmes of support delivered by the Learning Support staff

It is the responsibility of the SENCO to keep SLT informed of the provision made by the school in relation to students who have a Special Educational Need or Disability, this information will then be used to keep the governing body informed of this provision. Additionally, the SENCO will meet at least termly with the designated SEN governor to ensure that provision for SEND students in the school meets the needs of the school and follows the regulations related to the Code of Practice for SEND.

The SENCO, Assistant Head teacher (responsible for SEN) and the Headteacher will work closely with the special educational needs governor and staff to monitor the effective day-to-day operation of the school's special educational needs policy and will identify areas for development in special educational needs and contribute to the school's development plan.

Subject teachers are responsible for:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, students with SEN.
- Differentiating the curriculum and monitoring the progress of students with special educational needs.
- Monitoring, and contributing to, targets set for students with SEND to ensure they are given an opportunity to develop their skills.
- Liaising with Teaching Assistants at all levels so that lesson plans and target setting is effective in ensuring that students make adequate progress.

**Appendix 2  
GRADUATED PROVISION**

*Social-Structural Models*

<b>Wave 1 - Universal</b>	School-based approaches designed for the benefit of all students.	<b>Quality First Teaching</b>
<b>Wave 2 - Targeted</b>	Additional school-based approaches for small groups of students.	<b>School Support</b>
<b>Wave 3 - Personalised</b>	Additional school-based and external agency approaches for individual students.	<b>EHCP</b>

The Graduated Provision Map is informed primarily by a whole-school data collection and analysis process, supported by Learning Support testing & screening and professional reporting / observations / feedback from staff and external agencies. The identification of students with SEN and the planning and delivery of responses is seen as the responsibility of every member of staff.

The work of the Learning Support Team in implementing a Graduated Provision Map is underpinned by the Special Needs Register and the Special Needs Register Identification Criteria.

### **Appendix 3**

#### **Cognition and learning**

Support for learning difficulties may be required when a student learns at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties, (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Communication and interaction**

Students with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use, commonly accepted, social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Students with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

#### **Social, emotional and mental health difficulties**

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

#### **Sensory and/or physical needs**

Some students will require special educational provision because they have a sensory or physical disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many students and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Students and young people with a MSI may have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some students with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Students who arrive at Thornleigh Salesian College at the beginning of Year 7, or who have transferred from other secondary schools, are identified as having Special Educational Needs through the use of the criteria set out below.

The Learning Support Team carries out four broad responsibilities in its day-to-day working: *Identification, In-Class Support, Intervention, Liaison.*

**Identification:**

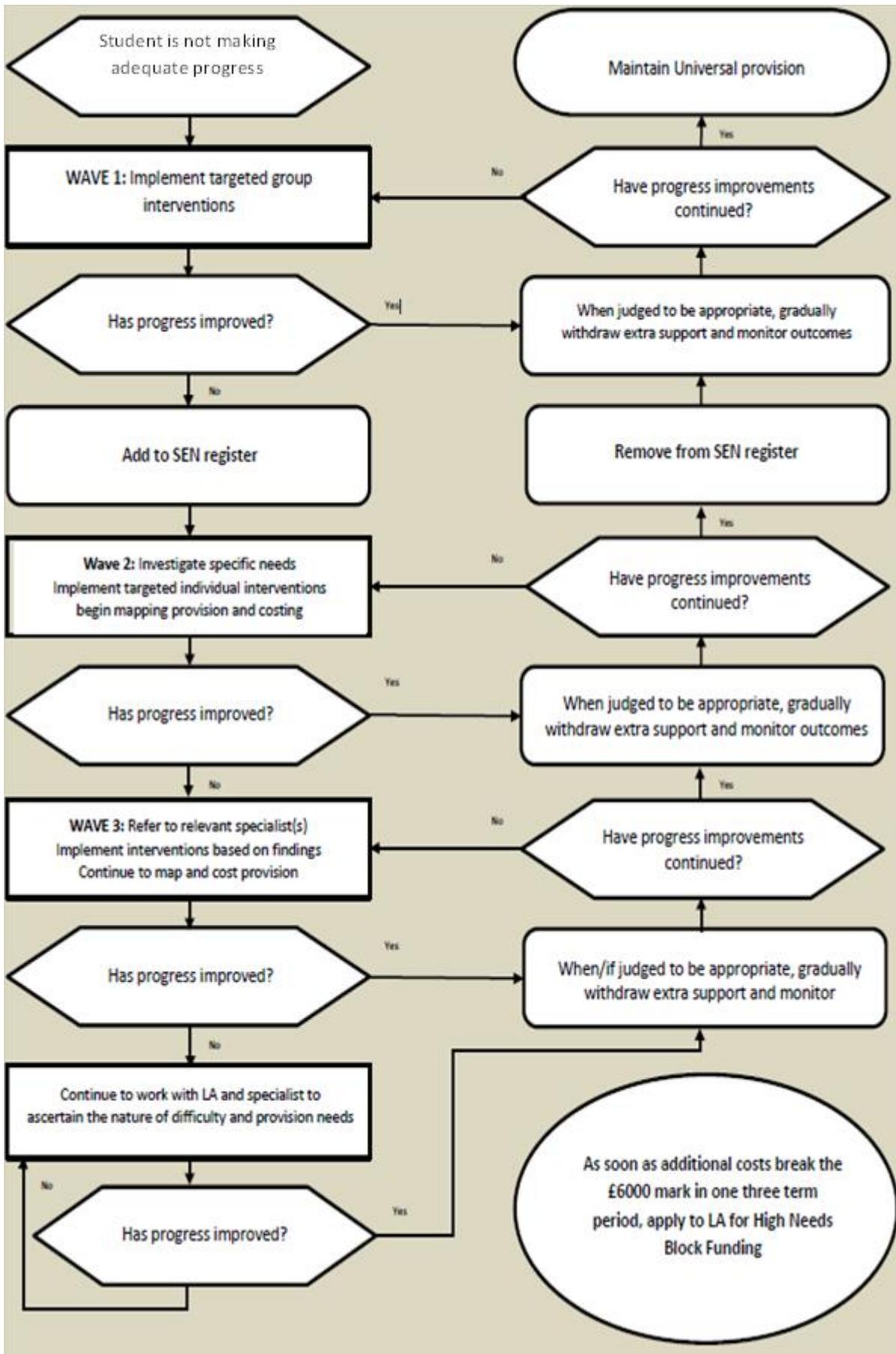
Identifying, communicating and reporting on SEN within the student community through screening, professional observation, diagnostic testing and effective use of external agencies.

Students are assessed at the start of year 7 and monitored throughout all year groups. If a student meets the set criteria, they will be placed on to the SEND register.

NB –

Students can additionally be added to the SEND Support Register via referral to Learning Support.

The learning department team will follow the SEND Procedure Flowchart developed by the local authority (Please see on the next page).



### **Reviews of Education Health and Care Plans**

Education Health and Care Plans will be reviewed annually but progress will be checked termly through the 'Access, Plan, Review, Do' cycle. The aim of the annual review will be to:

- Assess progress towards achieving set targets in relation to the Education Health and Care Plan.
- Review the provision made for the student.
- Consider the appropriateness of the existing Education Health and Care Plan in relation to the student's performance during the year, and whether to cease, continue or amend it.
- Set new targets for the coming year.

From Year 9 Annual Reviews must focus on the preparation for adulthood, reflecting a pupil's ambitions, routes to further and higher education, employment and independent living. The SENCO will ensure that parents and students are actively supported in contributing to assessments, planning and reviewing of Statements or Education Health and Care Plans.

### **Provision available for SEN students**

Provision for SEND students is set out in the School's Offer which can be found on the school website.

#### **In-Class Support:**

- Supporting students and teachers in lessons to ensure High Quality Teaching & Learning at first point of access (also referred to as 'Quality First Teaching') – by providing professional advice on individual students, adapting resources, providing support strategy banks for common difficulty areas and contributing to planning.
- Deploying additional staffing to support curricular, extra-curricular and social activities through a 'person-centred' approach, flexibly and according to where there is an identifiable and evidenced need that cannot be met by existing staff.

#### **Intervention:**

- Supporting students in developing essential learning habits for the mainstream classroom – primarily through Key Worker interventions, mentoring and study skills interventions.
- Delivering effective intervention to raise functional language and literacy skills of identified students with a view to them gaining greater access to and achieving higher grades across the mainstream curriculum.
- Delivering effective intervention to raise functional numeracy skills of identified students with a view to them achieving higher grades within the mainstream Maths curriculum and related subjects.

\*All interventions are offered to identified students and their parents/carers on an 'opt-in' basis.

#### **Liaison:**

Working in partnership with parents/carers to elicit support and provide assistance in responding to their child's SEN. Establishing lines of communication and maintaining an 'open door' policy that encourages fraternal working relationships. Under the Code of Practice (2014) parents are entitled to meet with the school three times a year to review the student's progress.

**Reviews of EHCP students will take place three times a year.**

<b>EHCP/ Statement</b>
<ul style="list-style-type: none"><li>• At the beginning of the school year the SENCO will invite parents to discuss the provision outlined for the year.</li><li>• An annual review will take place during the academic year.</li><li>• A parents evening will happen each academic year where the SENCO or representative from the SEND team will be present.</li></ul>

Working in partnership with external agencies such as the Sensory Support Service, Educational Psychology Service, Ladywood Outreach and CAMHS to advocate for further support and compliment the good work of the school in responding to SEN. Establishing effective methods of information sharing and collaborative working.

Working in close partnership with the CGS Pastoral Team, Nurture room and the Chaplaincy to deliver holistic packages of support for students with complex needs.

Working in close partnership with the CGS Pastoral Team to ensure students identified as English as an Additional Language have equal opportunities to succeed – and more specifically, to support the induction and integration of International New Arrivals.

Working in close partnership with the CGS Pastoral Team, the School Nurse and First Aid to ensure appropriate protocols are in place for students identified as having medical needs.

Joint planning of study schemes and resources with all other curriculum areas as and when required.

Working in conjunction with the CGS Pastoral Team to establish effective communication with Y7 feeder schools, Sixth Form feeder schools and other organisations to ensure a secure, supportive transition for students identified as vulnerable in terms of learning and social-emotional well-being.

Delivering whole-school training sessions on common difficulty areas including Dyslexic Tendencies / Literacy Difficulties, Autism Spectrum Disorder and Attention Hyperactivity Disorder.

## Appendix 4

Whilst requiring flexibility to respond to ever-changing needs and challenges, there are ten core systems and processes that underpin the work of the Learning Support Team:

**Group Meetings** – Termly meetings involving Learning Support and Pastoral Support leaders held for the Care Guidance and Support team discussing issues surrounding our most vulnerable pupils.

**SEN register** – The recording / tracking of SEN across the student community, according to the SEN Identification criteria, and providing of a graduated response. The SEN register is reviewed and updated throughout the year through consultative meetings primarily between the SENCO and the HLTA.

**Literacy Tracker** – The recording and tracking of reading, spelling and comprehension age equivalent scores across the student community.

**Personalised Support Strategies** – The reporting of and planning for individual students with SEN and planning of personalised provision.

**Annual Reviews** – The yearly reporting and review of individual students with a Statement/EHCP of Special Educational Needs with a view to planning future funding entitlement and support.

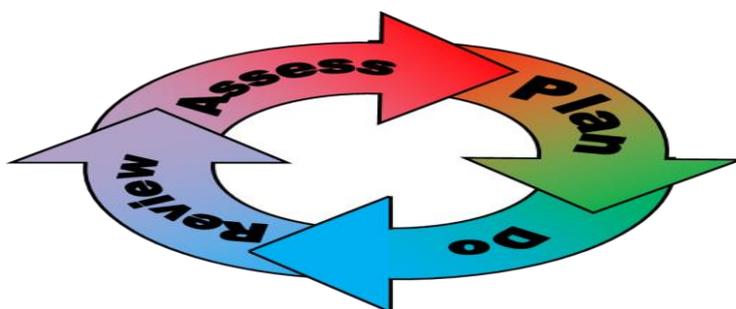
**Testing & Screening** – Ongoing testing conducted primarily by the SENCO and the Learning Support HLTA, using a range of indicative and diagnostic assessment tools.

**EAL Profiles** – The reporting of and planning for individual students with English as an Additional Language, with a focus on International New Arrivals.

**Health Care Plans & Risk Assessments** – Contributing to the work of First Aid and SLT in the implementation of health and safety policy through assistance with Health Care Plans & Risk Assessments.

**Core Subjects Support** – The identification of priority students for Subject Teacher and Curriculum HLTA interventions from Maths, English and Science.

These core systems and processes form our constant evaluation policy in the form of the model below; Assess, Plan, Do, Review.



## **Appendix 5 – Quality Assurance Performance Management**

The SENCO is directly line managed by the Assistant Headteacher in keeping with school policy on line management of teachers / TLR holders.

The SENCO in keeping with school policy on line management of Support staff monitors performance and draws primarily on observations of support sessions in conjunction with attainment data the Literacy Tracker.

Learning Support LSAs and HLTA's are each directly line managed by the SENCO in keeping with school policy on line management of associate staff. Monitoring of performance draws primarily on observations of lessons in which LSAs are acting as support, quality assurance of administrative tasks, and where appropriate, feedback from parents/carers and students.

### **Continuous Improvement**

To maintain good practice and contribute to CPD, The SENCO holds regular Departmental meetings and briefings.

To maintain good practice and form the basis of departmental CPD sessions, The SENCO will make available a number of resources with strategies to support pupils with SEN.

\*These documents can be accessed on the Secure Shared Area:

CGS – Learning Support Team → 21. Resources – strategy banks

### **Complaints Procedure**

Concerns or complaints raised by parents are normally dealt with directly through telephone calls or interviews with the SENCO or other involved staff and records of these concerns or complaints are kept. Concerns that cannot be resolved in this way will follow a line of referral, involving the school's Assistant Head teacher responsible for SEN, the Head teacher or the school's Governing Body.

When necessary, parents will be supported in taking concerns to the Local Education Authority and fully informed of SEN Disagreement Resolution Procedures and SEN Tribunal Procedures. Information regarding external support groups, such as 'Bolton Information Advice' – formerly known as Parent Partnership, will also be made available.

### **Evaluating the Policy**

A number of quantifiable measures exist for evaluating the Learning Support & SEN Policy:

- GCSE and A-Level attainment data (collected termly through teacher assessment and annually through public examination results) – supported by RAISE Online / SISRA analytics data analysis.
- Testing & Screening scores – specifically, age equivalent scores derived from reading, spelling and comprehension testing.
- Structured feedback from students.
- Structured feedback from colleagues.
- Structured feedback from parents/carers.
- Audits by external agencies.

