



PLYMOUTH COLLEGE PREPARATORY SCHOOL

LEARNING SUPPORT POLICY FOR YEARS 1- 6

Background and Admissions

Plymouth College Preparatory School is a non-selective school that admits pupils on the basis of taster days and some formal and informal assessment with due regard given to the resources of the School. Both at application stage and also later in the admissions process, parents must notify the School of any disability/ special educational needs/learning support affecting their son or daughter in order that an informed decision can be made.

The School is aware that addressing the individual learning needs is the key to pupil success and this policy provides a framework for the support of learning throughout the School.

Aims

We endeavour to provide each child with the opportunity to fulfil his / her individual potential by creating a secure and sensitive environment for good learning by communicating effectively with:

- the pupils concerned, to enhance their learning skills and abilities
- their teachers, to ensure the best programmes of study for each pupil
- outside agencies, where necessary, to enable the greatest access to opportunities for pupil progress in both social and academic areas of the curriculum
- working in close partnership with parents, to best serve the needs of the child.

Objectives of the Learning Support Department

In order to achieve a child's full potential we:

- help identify at the earliest opportunity, through assessment and observation
- teach and monitor pupils needing support
- provide and advise on appropriate material resources/ suitable approaches for children on the Learning Support Register, in order to fully integrate them into the life of the School
- maintain close links with parents/guardians regarding the progress of those on the Learning Support Register
- promote an effective working partnership between pupil, parents, the School and outside agencies.

Staffing and Provision

The Learning Support Co-ordinator (SENCO) for Years 1-6 of the Preparatory School is Mrs Raymond-Jones. The Specialist Support Teacher is Mrs de Jager who provides individual and group lessons, as appropriate, paid for by parents and subsidised by the school. Mrs Raymond-Jones and Mrs de Jager also assess some pupils and may work within the classroom. Teaching assistants employed by the School may also support children on the Learning Support Register as part of their role. Learning support staff and Heads of Department meet together regularly to review and evaluate the progress of the children on the Learning Support Register. We have access to an Educational Psychologist at the Senior School who can provide professional advice as needed and for an additional fee, an educational psychologist report for a child.

Identification and Assessment of Children

Within the School's Assess, Plan, Action, Review graduated approach, a range of data assessment is used to inform decisions including:

- Relevant family/medical history
- Past school records and reports (including Foundation Stage Profiles, KS1 SAT results and teaching assessments)
- Parents
- Subject and Form teachers
- Standardised tests in the School i.e. GL Assessments
- Pupil views
- Internal, formative school assessments
- External support agencies (Speech Therapists, Educational Psychologists etc...).

The Learning Support Register

The Register comprises of children who are currently receiving support in or out of the classroom or simply on the monitoring list. Children may move from one stage to the next, remain at a particular stage or be removed from the register during the course of their time at school. Children who need learning support may include EAL/ESL or Gifted and Talented children or pupils with challenging behaviour. Please refer to details in separate school policy documents.

Categories of Need

A learning difficulty is defined as a difficulty that is significantly greater than the majority of children of the same age in standardised tests and/or general classwork and is greatly affecting their ability to learn and progress.

There are four broad areas and children may fall into more than one category of need:

- **Communication and Interaction**
This includes SLCN (Speech, Language and Communication Needs) and mild ASD (Autistic spectrum disorder)
- **Cognition and Learning**
When children learn at a slower pace than their peers, even with appropriate differentiation

- **Social, Emotional and Mental Health Difficulties**
They include a wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained
- **Sensory and/or Physical Needs**
Including vision, hearing, multi-sensory, impairment and physical disabilities.

School Procedures

The School operates a graduated approach to the assessment, planning, action and reviewing of a child's progress as shown below:

Stage 1 - School Action - Assess, Plan, Do and Review

A teacher or parent is concerned that a pupil has a learning difficulty or behavioural issue that is affecting his/her academic or social performance. The Learning Support Department or Director of Studies may also identify pupils needing further investigation when analysing internal assessments and doing classroom observations.

The teacher provides help within the planned curriculum and tries out a variety of strategies and differentiation to enable the pupil to reach the expected standard. The class teacher remains responsible for planning /working with the child on a daily basis and reviewing progress.

Stage 2- School Action - Assess, Plan, Do and Review

If there is no improvement, a formal 'Cause for Concern' form (located on the staffroom board or 'TeacherShare- Learning Support Dept') is completed by the class teacher and/or subject teachers in Year 5 and 6 and handed to the SENCO. Further specific assessments carried out by the SENCO and Learning Support Specialist take place with parents' consent.

Stage 3 - School Action/Outside intervention - Assess, Plan, Do and Review

This is characterised by the production of an Individual Learning Plan (ILP) coordinated by the Learning Support Specialist and SENCO in consultation with key members of staff. With parental consent, the pupil would normally be receiving extra, paid specialist support lessons (individual or group) where possible, and in-class support with a teaching assistant in targeted curriculum areas. This stage may also include support from outside agencies.

- The specialist teacher and SENCO take a lead role in co-ordinating the provision and an ILP is drawn up
- Pupil, parents and all staff informed and consulted
- A review meeting set up and procedures for monitoring agreed
- The subject and form teachers remain responsible for working with the child in the classroom and completing achievable and appropriate targets. Learning support staff liaise with teachers and may add to the existing targets for the child.
- Pupils and parents are consulted and informed

- Advice from outside specialists including Educational and Clinical Psychologists are sought if necessary
- Following an assessment from outside specialists, a new ILP is drawn up to put recommendations into action.

Stage 4 - Pupils with an EHC (Education and Health Plan)

This is the formal assessment of special educational needs and the procedures below are followed:

- The subject and form teachers remain responsible for working with the child in the classroom and completing achievable and appropriate targets
- The Learning Support team continue to advise and support where necessary as well as coordinate the child's ILP
- The SENCO liaises with the local authority, any other outside agencies and parents for the annual review meetings.

Criteria for Evaluation in the Learning Support Department

- Observed improvement in child's self-esteem, motivation and attitude to learning
- Success rate in meeting targets identified in ILPS and Annual Reviews
- Movement of pupils from one stage to another
- Parental contact and support at meetings
- Parental satisfaction
- Pupils highlighted on the Register as being monitored
- Child's view of their progress / support
- Standardised or external test results including National Curriculum levels where appropriate.

Transition to Secondary school

We have good links with our Senior School and liaise with the SENCO, Miss Herod, to ensure a smooth transition. In the summer term, meetings are arranged for the Senior School to meet the children moving on to Y6 and to discuss any particular needs with the Learning Support Specialist Teacher and Prep SENCO. With children moving to schools other than Plymouth College, the Prep SENCO will contact and liaise with the appropriate person.

Holiday Club

It is the responsibility of the Holiday Club manager to make contact with the Plymouth College SENCO to ensure that children on the Learning Support Register are suitably supported. Parents of any child not attending Plymouth College Preparatory School are responsible for advising of any special requirements prior to the commencement of the Holiday Club.

Other related documents

This policy should be read in conjunction with other school documents such as the:

- Medical Conditions policy

- EAL policy
- Teaching and Learning policy.

S Raymond-Jones July 2017
Review date: June 2018