



HIGH MARCH

LEARNING SUPPORT POLICY AND PRACTICE

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**This policy applies to the Early Year Foundation Stage,
Key Stage 1 and Key Stage 2**

Useful Websites	
www.education.gov.uk	

High March

Learning Support Policy

At High March we aim for each pupil to grow in independence and take her place in society, to contribute and to be valued.

To support this overall aim we take into consideration the Green Paper 2011, The Equality Act 2010 and The Children and Families Act 2014, and the SEN Code of Practice in 2014. Our approach reflects the four strategies set out by the Government in 'Removing Barriers to Learning'.

- Early Intervention
- Removing Barriers to Learning
- Raising Expectations and Achievements
- Delivering Improvements in Partnership

The guiding principles which underpin our approaches to the education of pupils in need of Learning Support are:

- All pupils are equally valued, regardless of their abilities and behaviours.
- All pupils have the right to learn, achieve and participate fully in education and are entitled to have access to a broad, balanced and relevant curriculum, appropriately differentiated to meet their individual needs, strengths, weaknesses, and learning styles.
- The diversity of the pupils' needs should be recognised and met through a range of flexible strategies for intervention within all aspects of lessons and school life.
- The admission of pupils in need of Learning Support will be considered as part of the normal admission criteria and such pupils will not be disadvantaged.
- The School strives to achieve an environment that can be accessible to pupils with SEND.

High March has a comprehensive Learning Support Handbook, Inclusion Policy and SENDA Policy to outline the procedures and practices for supporting pupils identified as having a need for Learning Support.

OUR PRACTICE

The following sets out the commitment and practice in implementing Learning Support for those pupils who need additional teaching to enable them to achieve the aims in our policy.

As stated in our Learning Support Policy, High March is committed to providing equal access for all pupils to a broad and balanced curriculum. When planning, teachers set suitable learning challenges and respond to pupils' diverse learning needs. High March prides itself on an all-ability intake and therefore some pupils may identify as having a specific learning need that may require particular support action by the School. Teachers in the classrooms take account of these requirements and make provision, where necessary, to support individuals to enable them to participate effectively in curriculum and assessment activities. However, some pupils may in addition require a more structured support programme than the majority of pupils of the same age, in specific subjects or in all of their school work. High March places a very high priority on the need to provide the best possible education for such pupils.

Aims

In our School we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations for all pupils to achieve to their fullest potential. We aim to achieve this through the removal of barriers to learning and participation.

We respect the fact that pupils will:

- Have different educational needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different paces.
- Need a range of different teaching approaches and experiences.

Objectives

The Learning Support Staff objectives are simply:

- To create a happy and secure environment in all lessons that meets the specific learning needs of each pupil.
- To ensure that all pupils with specific learning needs are identified, assessed, provided for, monitored and supported in the School.
- To ensure that all learners make the best possible progress.
- To work in conjunction with class and subject teachers both to meet the learning needs of all pupils and to establish their individual learning styles and strengths.
- To ensure that appropriate resources/aids are available for pupils with temporary or long-term learning needs.
- To stimulate and motivate all pupils to develop a love of learning and sense of achievement.
- To keep parents informed and involved as fully as possible.

- To ensure any support is arranged at appropriate times during the school day and in communication with staff and parents.

Identification

Early Identification is vital. The importance of early identification, assessment and provision for any child who may have specific learning needs cannot be over-emphasised. The earlier action is taken, the more responsive a pupil is likely to be and the more readily can intervention be made without undue disruption to the organisation of the School.

The key indicator for the need for action is from evidence that current rates of progress are inadequate.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and her peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's attitudes and behaviour.

Delivering Support to help a Pupil Improve

Learning Support meet with each Form Teacher in Years 1 to 4 on a termly basis for a discussion regarding the learning needs within the form and in particular any outcomes of whole school assessment. This discussion is recorded and any pupil discussed is then monitored. The Form Teacher informs the parents at the earliest opportunity that the child is being monitored. This initiates support in reasonable adjustment time in class or support in one of the reasonable adjustment clubs. The parents will be given a Learning Support leaflet which describes this input.

The child will continue to be discussed at a termly meeting and if the teacher and Learning Support feel there are issues requiring further input, the Form Teacher will meet parents and talk about the need for an in-school diagnostic assessment and a 'Cause for Concern' form will be completed and sent to the Head of Learning Support (SENDCO).

After the in-school diagnostic assessment, a meeting with the class teacher, parents and Learning Support Teacher who conducted the assessment, will be called. Parents may be advised to have a vision, auditory, occupational or speech therapy assessment at this time. At this meeting the parents will be given a leaflet detailing Learning Support at High March. (See Appendix 1)

There is a termly meeting between the Head of Learning Support (SENDCO) and the SENDCO for the Foundation Stage to discuss the staff monitoring any pupils having difficulties in Reception and to update the Holistic Register.

The results of the NFER standardised assessments in reading, spelling and Mathematics are discussed at the Language and Mathematics Faculty meetings and this helps identify any pupils showing a need for Learning Support. We also do a dyslexia screening assessment with all children in Year 3 unless parents choose to opt out.

Each year group, from Years 1 to 4, is allocated support time to provide reasonable adjustment to the English curriculum and from years 4 to 6 to provide reasonable adjustment for Maths for any pupils identified as not achieving their potential. Through a very flexible arrangement, the Learning Support Teacher may sit in on lessons, work with groups or work on a one to one basis in a variety of activities to provide support to those pupils identified in the meetings.

We continue to work on how to make the teaching within reasonable adjustment more specific and thereby reduce the amount of time a student needs the additional support. Additional reasonable adjustment support is being provided half termly to help those pupils in Year 3 and 4 identified as having difficulty learning tables, difficulty writing stories, difficulty with spelling and those with difficulty in handwriting and/or co-ordination. Where the SENDCO judges this to be appropriate, pupils with difficulties who require additional equipment will have this provided by the School e.g. handwriting equipment, coloured reading rulers, and Kindles.

Some children, with a specialist report, may bring their own kindle to school in order to access books displaying the dyslexic font.

Pupils in Years 1 to 6 who have additional support, have a 'Pupil Passport' which details all the support they receive in School. Form teachers give a copy of the 'Pupil Passport' to parents at the first Parents' Evening. The language of the document has been kept as 'child friendly' as possible in accordance with the New Code of Practice. (See Appendix 2)

Pupils who have identified needs may also receive additional input for reading with an adult.

If the parents of a pupil requests extra support for their child beyond the reasonable adjustment support time, then we are able to provide one to one support at a charge. A one to one support session is usually half an hour, although some pupils benefit from a sustained input and therefore have Learning Support for a whole hour. The support sessions are allocated to a Learning Support teacher mainly on a timetabling basis, but once a pupil has one to one Learning Support with one teacher we aim to continue with that teacher until the pupil either leaves the School

or no longer needs support, if possible. The Learning Support timetable is organised at the beginning of each Autumn Term, following discussion with pupils, parents and teachers. Every endeavour is made to accommodate each pupil's support at a time with which they are happy.

Our timetable is not rigid and, when necessary, it will be altered to suit the pupil and teachers, where possible.

When one to one support is requested by a parent for their daughter, the first step is usually an in-school diagnostic assessment. This is discussed with the parents before support begins.

Each girl will have an Individual Provision and Progression Map (IPPM) stating the short term targets set out for the pupil and the teaching strategies to be used. There is a twice-yearly cycle of action to assess/plan/do/review to monitor progress.

In 2018 a 504 plan has been introduced for pupils who have ASD/ADHD/ sensory processing problems/Hearing Impaired. This details an individual's specific support and the staff responsible for carrying this out. There is information about each syndrome on the plan.

1:1 support is chargeable but all other reasonable adjustment is free.

Some parents approach us to provide 'tuition' type support to give the pupils confidence or a boost in either Mathematics or English. These pupils will also have an Individual Provision and Planning Map (IPPM).

Each girl will be monitored regularly to track progress and tested for diagnostic reasons. If the pupil is not achieving or progressing at the speed expected, given the agreed support and intervention, then we may suggest to parents that a professional Educational Psychology assessment and diagnostic testing is needed.

Where a child appears to have greater needs, we will refer to the guidelines when seeking external specialists in order to request an EHC (Education, Health and Care) plan and adhere to the need to have an annual review of any child that has an EHC plan.

Working in Partnership with All Staff and Parents

Home/School liaison books are kept as a communication between home and school with regard to the content of each one to one support lesson. This establishes the partnership needed between home and school.

Regular meetings are held between the Learning Support Teacher and the parent. All communication between Learning Support and the parents is logged in the communication sheet in the student's file.

At the beginning of each academic year a Holistic Register of Pupils is collated naming all pupils who have any kind of holistic need. This is regularly updated throughout the year.

A chart of classroom strategies to support pupils in lessons is created and a copy is given to all teachers. This ensures all teachers are aware of how they can differentiate and support pupils with learning needs within each classroom/lesson. Additional information is available on a CD and in books owned by the department. There is also information on syndromes on the Teachers' Drive on the network.

If a child has an Educational Psychology report/statement, this is summarised and a copy is given to those teaching the student.

All staff are made aware of pupils who are receiving vision therapy and pupils who may be unable to copy correctly from the board due to visual difficulties.

The P.E. staff are informed if a child has an Occupational Therapy or Physiotherapy report. They help support pupils who require rest breaks by giving the child exercises to do.

At staff meetings, there is a regular agenda item for discussion of the learning needs of each girl on the Learning Support Register. This ensures we all work together and share information.

Pupils at all stages are gently weaned off support when it is felt to be appropriate. This decision is reached in consultation with all relevant teachers, the pupils and the parents. A close vigil is kept throughout the pupil's academic life. An open door policy is maintained.

Related Documents

Assessment Policy
Curriculum Policy
Equal Opportunities for Pupils and Parents
Inclusion Policy
Learning Support Handbook
SENDA Policy
Teaching and Learning Policy

Appendix 1 - Learning Support at High March
Appendix 2 - An example of a Pupil Passport

One to one Support

- ❖ If the parents of a child request that their daughter has extra one to one support then we are able to provide this at a charge.
- ❖ The first step is usually an in-school diagnostic assessment. This is discussed with the parents before support begins.
- ❖ Each girl will have an Individual Provision and Progression Map stating the short term targets set out for the pupil and the teaching strategies to be used.
- ❖ Each girl will be monitored regularly to track progress and for diagnostic reasons.
- ❖ Home/School liaison books are kept as a communication between home and school with regard to the content of each one to one support lesson. This will help establish the partnership needed between home and school.
- ❖ If the pupil is not achieving or progressing at the speed expected, given the agreed support and intervention, then we may suggest to parents that a professional Educational Psychology assessment and diagnostic testing is needed.
- ❖ *We also provide 'tuition' type support for a few pupils where parents have requested some extra support to give the pupils confidence or a boost in either Mathematics or English.*
- ❖ There are regular meetings with parents and a written report at the end of each academic year.



High March

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Headmistress: Mrs S.J. Clifford, B.Ed. Hons. (Oxon) M.A. (London)

Learning Support at High March



For more information contact Mrs Whittley via the School Office.

Our Aim

High March prides itself on its aim for each pupil to grow in independence and take her place in society, to be valued and to contribute.

The guiding principles which underpin this aim are:

- All pupils are equally valued, regardless of their abilities and behaviours.
- All pupils have the right to learn, achieve and participate fully in education and are entitled to have access to a broad, balanced and relevant curriculum, appropriately differentiated to meet their individual needs, strengths, weaknesses, and learning styles.
- The admission of pupils in need of Learning Support will be considered as part of the normal admission criteria and such pupils will not be disadvantaged.

How we meet our Aim

- ❖ Teachers respond to pupils' diverse learning needs by planning all lessons in a way to support each individual's learning style and therefore to enable each pupil to participate effectively in curriculum and assessment activities.
- ❖ However, some pupils may in addition require a more structured support programme than the majority of pupils of the same age, in specific subjects or in all of their school work. High March places a very high

priority on the need to provide the best possible education for such pupils.

If a girl needs more support than lesson differentiation

- ❖ We meet these objectives firstly through the provision of extra support as a means of **reasonable adjustment** to the curriculum for all pupils needing the extra input.
- ❖ This support is provided, by qualified Learning Support staff, in Years 1 to 5 and is implemented in a variety of ways.
- ❖ The support is monitored and discussed on a regular basis.

If a girl needs more support than lesson differentiation and extra class support

- ❖ If a girl is still finding any aspect of her work challenging, following all lessons being differentiated and extra support time in **reasonable adjustment** provided for each year group by the School, then we are able to provide **one to one** support at parental request.
- ❖ A **one to one** support session is usually half an hour, although some pupils benefit from a sustained input and therefore have Learning Support for a whole hour. All pupils are taught by qualified Learning Support staff.
- ❖ A 'Pupil Passport' is created for pupils who have additional support.

Pupil Passport 2014 -2015

Adam Ant

3C



This document gives details of all the additional learning support I receive in High March.

All my teachers are aware that I benefit from help in lessons and I receive

- ✓ Step by step instructions
- ✓ Support with my spellings to identify syllables and phonemes in words.
- ✓ Support with the comprehension of the text when it is a difficult text.
- ✓ Support in creative writing to plan, write and proof-read my work.
- ✓ Support in reading more difficult words by splitting words into syllables.

I attend Spelling Club to receive help to identify syllables, phonemes and 'rime' in words.

I attend the club every term for 5 -6 weeks

I attend Times Table Club to receive help to learn my tables and understand the connection between multiplication, division and fractions.

I attend the club every term for 5 -6 weeks.

I have a Behaviour Modification Plan to help me stay focused, remain on task and not get distracted or distract others in lessons.

I receive rewards in the form of verbal praise, stickers and certificates when I achieve my targets.

My form teacher oversees the plan and reviews it twice yearly.

I attend the Handwriting Club in order to improve my handwriting and presentation.

I attend the club for 5 -6 weeks of the year.

I use special equipment in school.

- ✓ A special ruler for drawing lines
- ✓ A special pen/grip that I can hold correctly
- ✓ A wobble cushion/stool so I can sit comfortably
- ✓ A fiddler to help me concentrate when I'm listening to the teacher
- ✓ A writing mat to help me position my book correctly
- ✓ A kindle to improve the text when we read the class reader
- ✓ Worksheets when it is difficult copying from the board
- ✓ Special paper/highlighted lines to help me write
- ✓ A coloured reading ruler/overlay to help me track words
- ✓ A visual timetable to help me with my organisation

I receive individual support from _____ to help me gain skills in literacy/numeracy and my parents meet my learning support teacher to discuss my Individual Provision and Progression Map twice a year.

I attend lessons every week for ½ hour.

I receive in-class support from a teaching assistant and a learning support teacher works with me for 1 hour a week in a small group.

I receive individual help from a teaching assistant to read/discuss a book.

I do this for minutes every week.

All teachers are made aware of my needs at termly staff meetings. My form teacher and The Head of Learning Support (SENDCO) meet termly to monitor my progress.