



# High March

## LEARNING SUPPORT POLICY AND PRACTICE

Person responsible for latest revision:	Mrs A Dale
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This policy applies to the Early Year Foundation Stage, Key Stage 1 and Key Stage 2

Useful Websites	
<b><u>Schools: statutory guidance - GOV.UK</u></b> <b><u>(www.gov.uk)</u></b>	

# High March

## Learning Support Policy

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

To support this overall aim we take into consideration the Green Paper May 2022, the SEND and Alternative Provision Improvement Plan: Right Support, Right Place, Right Time March 2023 in response to the Green Paper; The Equality Act 2010; The Children and Families Act 2014, and the SEND Code of Practice updated April 2020.

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 children are equally valued, regardless of their abilities and behaviours.
- All children 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 child's needs should be recognised and met through a range of flexible strategies for intervention within all aspects of lessons and school life. The School strives to achieve equity whereby each individual receives what they need to be on equal footing with their peers. In the classroom, it might mean that adjusted provision and adaptive teaching methods are required for some children to achieve their goals.
- The admission of a child in need of Learning Support will be considered as part of the normal admission criteria and such children will not be disadvantaged.

- The School strives to achieve an environment that can be accessible to children with SEND.

High March has a comprehensive Inclusion Policy and SEND Policy to outline the procedures and practices for supporting pupils identified as having a need for Learning Support. A range of SEND information leaflets are available and shared to support parents.

## Learning Support Practice

High March prides itself on an all-ability intake and we are committed to providing equal access for all children to a broad and balanced curriculum. High March places a very high priority on the need to provide the best possible education for every child.

The Special Educational Needs and Disability Code of Practice (2020) makes it clear that all teachers are responsible and accountable for the progress of all learners in their class, including where they access support from teaching assistants or specialist staff. At High March, inclusive high-quality teaching is the first step in responding to children with additional needs, SEN (or indeed to those without). When planning, teachers set suitable learning challenges and respond to the diverse learning needs of the children they teach. 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, even when all these elements of inclusive high-quality teaching are in place there will still be some children who are struggling to make progress because of their additional needs. Children who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice (2020) states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support. The following sets out the High March commitment and practice in implementing Learning Support for children who need additional provision to enable them to achieve the aims of our policy.

## Learning Support Aims

At High March we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations for all children 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.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different paces.
- Need a range of different teaching approaches and experiences.

## Learning Support 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 child.
- To ensure that all children 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 children and to establish their individual learning styles and strengths.
- To ensure that appropriate resources/aids are available for children with temporary or long-term learning needs.
- To stimulate and motivate all children to develop a love of learning and sense of achievement.
- To work in partnership with children and parents and, when necessary, external agencies.
- To ensure any support is arranged at appropriate times during the school day and in communication with staff and parents.

## Early Identification

At High March we believe that early identification is vital. The importance of early identification, assessment and provision for any child who may have additional learning needs cannot be over-emphasised. The earlier action is taken, the fewer barriers to learning the child will experience and the greater success they will achieve.

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 child 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 child'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 child's attitudes and behaviour.

## The Graduated Approach to supporting children with SEND or additional needs at High March

At High March we meet the needs of children with additional learning needs or SEN by implementing the graduated approach using the assess, plan, do, review cycle. Through this cycle, actions are reviewed and refined as understanding of a child's needs and the support required to help them secure good outcomes increases.

At High March, the child and their family are right at the centre of the cycle. Starting with them and gathering their views is essential to ensuring the graduated approach works effectively.

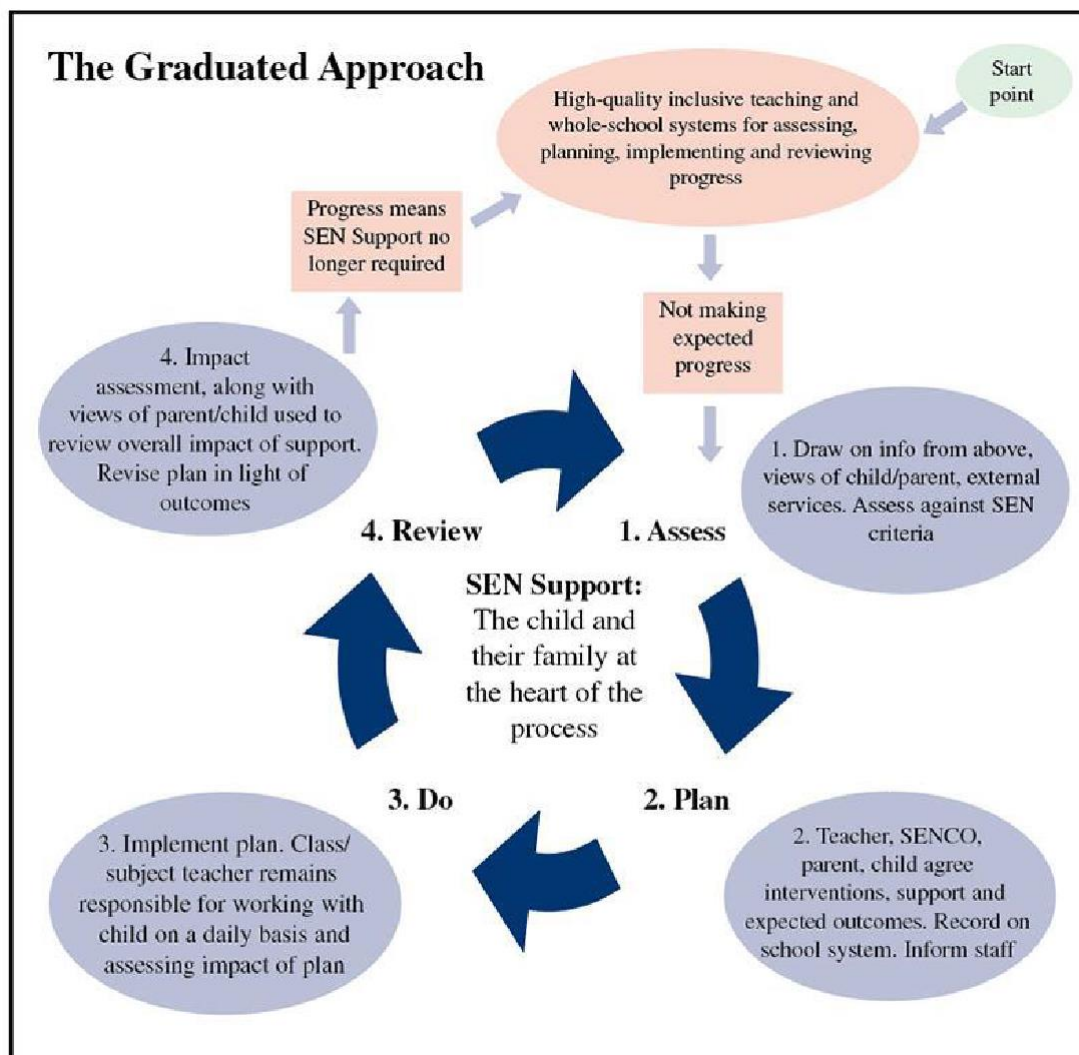


Image [www.sec-ed.co.uk](http://www.sec-ed.co.uk) 'SEN support: The graduated approach to supporting pupils' needs'

As described in the SEND Code of Practice, all teachers at High March have a key role to play in each of the stages of the cycle.

## 1. Assess

Initially, the graduated approach involves teachers using the information they gather from their on-going, day-to-day assessment to make judgements about the progress a child is making and to alert the Head of Learning Support (SENDCO) to any barriers that may be getting in the way of them making comparable progress to their peers.

Other assessment information includes:

1. Standardised reading, spelling or mathematics tests  
The results of the GL standardised assessments are discussed at the Key Stage One (KS1) and, at Upper School staff meetings. This, along with on-going teacher assessment, identifies any child showing a need for additional support.  
In the Foundation Stage, observations around learning and concerns about progress are noted in the Learning Journeys after ongoing teacher assessment.
2. Diagnostic assessments such as cognitive abilities tests (CATs).  
For Years 2 to 6, the results of CATs assessments are discussed at KS1 and Upper School staff meetings. This identifies any discrepancies between a child's attainment and their potential.
3. Screening assessments, such as for Dyslexia.  
The Head of Learning Support (SENDCO) carries out a Dyslexia screening with all children in Year 3 (parents have a choice to opt out.)
4. In-house diagnostic assessment.  
With permission of parents, learning support teachers or the SENDCO may carry out diagnostic assessments such as the Phonological Assessment Battery (PhAB). After the assessment they will discuss the assessment findings with the parents, child and form teacher.
5. Request for advice from a specialist professional.  
After the in-house diagnostic assessment, a meeting with the form teacher, parents and learning support teacher who conducted the assessment, is arranged. Parents may be advised to seek specialist professional assessment. This could be arranging an Educational Psychologist, occupational therapy or speech therapy assessment.

There is continuous communication between form teachers or subject teachers and the learning support teachers or the Head of Learning Support (SENDCO). Any child who is identified as a concern is monitored. The form teacher informs the child's parents at the earliest opportunity that the child is being monitored. This initiates adjusted provision in class or intervention provision.

The child will continue to be discussed and if the teacher and learning support teacher feel there are issues requiring further input, the form teacher or subject teacher will meet the child's parents and talk about the need for an in-house diagnostic assessment.

There is a weekly meeting between the Head of Learning Support (SENDCO) and the SENDCO for the Foundation Stage. At the meeting they discuss any concerns identified

of children in Nursery or Reception and the best strategies to support them. For example, identifying a speech concern and organising a speech sounds group.

Where concerns about a child's progress continue, teachers have discussions with the child, their parents and the Head of Learning Support (SENDCO). On occasions, a child may need to be assessed in more detail in order to explore the precise gaps in their learning or to move towards a formal diagnosis, if appropriate.

With the consent of parents, children with a diagnosed special educational need are included on the High March **SEN Register**. The SEND Code of Practice's (2020) four 'Areas of Need' are used to identify the child's Primary Area of Need:

- Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health Difficulties
  - Sensory and/or Physical Needs
- Any additional areas of need are also recorded.

The Head of Learning Support (SENDCO) shares the SEN register with teachers, the Senior Leadership Team and the SEN Governor. The SEN Register is updated every time a new child receives a professional diagnosis of a special educational need.

Children on the SEN Register have their provision recorded on a **Learning Success Passport**. The child and parents' views are at the centre of this document. The Learning Success Passport contains information about the child's strengths, challenges, recommendations of support from specialists, reasonable adjustments in the classroom and SMART targets. It is reviewed with the child and parents every term. (See the SEND Policy)

## 2. Plan

This part of the cycle involves discussing, planning and agreeing what will be put in place as an outcome of the assessment information gathered. The planning should involve the child, parents and teachers. Where other professionals are working with the child, they should also contribute to planning.

At the start of the Autumn Term the Head of Learning Support (SENDCO) works with form and subject teachers to identify children who would benefit from additional provision in school to support their learning.

The initial step of the planning process includes agreeing targets for the student in order to focus attention on key areas and give them a clear idea of what they need to do to improve their work. The targets aim to support the student to work towards their long-term outcomes. Following this, additional or personalised support is identified, along

with any specific teaching strategies, approaches or resources to be used. This might include:

- Adjusted Provision in lessons. (See the 'Do' section below)
- Adjusted Resources. (See the 'Do' section below)
- Intervention Group. (See the 'Do' section below)
- Peer support or extra support from a teaching assistant.
- A timescale for reviewing the plan, and details of how progress will be monitored, also needs to be identified.

Once the support plan has been agreed, it is recorded and shared with children, parents and staff on provision registers. Children in Nursery to Year 2, who have additional support or reasonable adjustments in the classroom have their provision recorded on the '**Junior House Pupils with Additional Provision Register**'. Children in Year 3 to 6 who have additional support or reasonable adjustments in the classroom have their provision recorded on the '**Upper School Pupils with Additional Needs and Additional Provision Register**'. Form and Subject Teachers receive a copy of the register. They communicate additional provision and reasonable adjustments to parents at Parents' Evenings. Amended versions of the documents, detailing relevant children, is shared with extra-curricular teachers such as swimming teachers and peripatetic teachers.

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.

### 3. Do

The SEND Code of Practice (2020) states that it is the responsibility of class and subject teachers to implement the learning support plan on a day-to-day basis. Quality First Teaching in the classroom is our priority in achieving the best support for children receiving learning support. The Head of Learning Support (SENDSCO) and learning support teachers support class and subject teachers at every step.

In practice, for teachers at High March, implementing the learning support plan involves:

- Delivering high-quality teaching to every child, including those with additional needs or SEN, in every lesson.  
This includes implementing any adjustments, specific strategies or approaches to classroom teaching that have been identified for the child, such as not overloading the child's working memories, by chunking information into smaller parts or asking the pupil to repeat back instructions to clarify understanding.
- Managing reasonable adjustment resources.  
Checking that the child has the necessary equipment to support his/her learning. For example, wobble cushions, coloured overlays.



- Managing teaching assistants who are supporting children in their lessons.  
Communicating and working as a team with other adults to ensure that they are fully aware of the needs of individuals within the class and the best strategies to support them.
- Reasonable adjustment support time.  
Every class in year groups 1 to 4, is allocated an hour of learning support teacher time (known as 'Reasonable Adjustment Time') to support children in English and/or Maths. Through a very flexible arrangement with the teacher, the learning support teacher may support in lessons, work with groups or work on a one-to-one basis in a variety of activities to provide support to those children requiring learning support. Learning support teachers also teach additional Maths and English intervention groups in years 5 and 6.
- Implementing any targeted interventions or specialist provision where this requires the involvement of the teacher or teaching assistant (See below).  
For example, Precision Teaching reading, spelling or mathematics interventions.
- Continually assessing and monitoring the child's progress and making any necessary adjustments to planning and teaching as a result.
- Communicating regularly with the child, their parents, the SENDCO and any other staff involved in order to establish how things are going and whether any changes are required.

In addition to their Quality First Teaching in the classroom, at High March some children participate in interventions to develop the core curriculum areas of literacy or numeracy or to improve other key skills such as communication, social and emotional skills or motor skills. The intervention groups are run by teaching assistants, assistant tutors, learning support teachers or the SENDCO and provide targeted, timed and monitored support. Examples of intervention groups are: WordShark, Nessy, Precision Teaching, and social/friendship groups. The Learning Support Department will circulate information about the intervention groups with the Staff and it is the responsibility of teachers to know if a member of their class is involved in an intervention and to make sure they know what the purpose of it is, what key skills are being taught and how they can support the child to transfer these skills back into the classroom.

#### 4. Review

Form teachers and subject teachers will keep evidence of how well the child is progressing within their class and how effectively the additional support strategies are working. Communication of progress between the teacher and child occurs through oral feedback and/or marking in every lesson. A member of the learning support team attends weekly staff briefings at Junior House and at Upper School and the needs of girls in receipt of learning support are discussed as appropriate. This ensures staff work together and share information. Communication between teachers and the Head of Learning Support (SENDCO) or learning support teacher is a continuous process, however there is also a termly review meeting.

Communicating with and working in partnership with parents is a priority. An open-door policy is maintained. Formal reviews between teachers and parents of children receiving learning support are incorporated as part of existing parents' evening meetings.

Children on the SEN Register have a termly review meeting with the Head of Learning Support (SENDCO), parents, learning support teacher, form teacher and any relevant professionals who support the child to review the Learning Success Passport and set new targets. Depending on the age of the child, he/she may be present at the meeting or they may have a more informal review with their learning support teacher or SENDCO. Meetings may be arranged more often if a need changes. The meeting is recorded on a SEN Contact sheet on Engage.

When the review meeting between the child, parents, teachers and any relevant professionals takes place, the following questions are used as a guide:

- What progress has the child made? Have they achieved their agreed targets and what is the evidence for this?
- What impact has the support/intervention had on progress?
- What are the child's, parents' and professionals' views on the support/intervention?
- What changes need to be made to targets or provision next term?
- A record of the outcomes of the review discussions should be kept and used to update the student's Learning Success Passport.

If parents request extra support for their child beyond the reasonable adjustment support time or intervention group provision, then we are able to provide '**One-to-One Learning Support**' at a charge. (See below)

If the child 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.

If we cannot meet a child's special educational needs with adjusted provision in School, we work with the child's parents and specialists, such as specialist teachers and educational psychologists, to recommend suitable alternative schools or provision. We endeavour to work with the child, their parents and the new school to support the transition to the new setting.

Open and honest dialogue with parents is essential in order to support children's specific learning needs. This starts when the child joins High March and continues throughout.

### **A continual process**

The assess, plan, do, review process is a cycle – the idea being that this process is continual. If the review shows a child has made good progress, this may mean they no longer require the additional provision made through learning support. If this is the case, the child will be monitored to ensure progress is sustained through inclusive high-quality teaching.

For others, the assess, plan, do, review cycle will continue and targets, strategies and provision will be revisited and refined. In successive cycles, the process becomes increasingly personalised as everyone develops a growing understanding of the student's barriers to learning and the strategies needed to enable them to make progress.

### **High March One-to-One Learning Support**

This is a paid half an hour session, which is in addition to the school provision of reasonable adjustment in the classroom and intervention groups. When one-to-one learning support is requested by a parent for their daughter, the first step is to send out a letter detailing the one-to-one provision. The learning support teachers work in partnership with the child and parents to create an individual six-week program of support. Parents are asked to complete a questionnaire so that they can share their views about their child's strengths, challenges and priorities to work on at one-to-one learning support.

Each child receiving one-to-one learning support will have their provision recorded on a **'Learning Success Passport.'** The document includes the short-term SMART targets set out for the pupil and the teaching strategies to be used. After a six-week block of one-to-one learning support, the targets are reviewed with the child and parents to ensure the cycle of assess, plan, do and review. If progress has been made and the learning gaps have been filled, then the child stops the one-to-one learning support. Alternatively, if continued support would be beneficial new targets are set for the next six-week block of provision.

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.

### **Related Documents**

Assessment Policy

Curriculum, Teaching and Learning Policy

Equal Opportunities for Pupils and Parents  
Inclusion Policy  
SEND Policy

## Appendix 1 – One-to-One Learning Support Introductory Parents' Letter



# High March

High March School, Ledborough Lane, Beaconsfield, Buckinghamshire HP9 2PZ

Headmistress: Mrs K. E. Gater MA PGCE (Warwick)

21<sup>st</sup> October 2023

Dear Mr & Mrs Brown,

Thank you for requesting one-to-one learning support for Jane. Many children at some point in their academic career need a little extra boost to 'fill a gap' in learning, others may require strategies to support their longer-term learning. That is what one-to-one learning support is here for.

Jane's one-to-one support session will be on Thursdays at 8.30 to 9.00am with me. The first one-to-one session on Tuesday 3<sup>rd</sup> November will be free of charge. It will be an opportunity for me to meet with Jane and listen to her views on her strengths, the areas she finds challenging and her preferences of learning style.

Once Jane has met with me, we will identify 3 targets for the one-to-one learning support sessions for the 6-week period. I will email the targets to you on Jane's new 'Learning Success Passport' form for you to sign and email back to me. The Learning Success Passport incorporates Jane's views, your views, any professional report recommendations, additional provision she is receiving in school and her one-to-one targets. It will be shared with her form teachers.

We will feed back progress information to Jane, you and her form teachers after 6 weeks of one-to-one learning support provision. This will be at an in-person meeting in School or if more convenient via a SchoolCloud meeting. However, please feel free to email me at any time.


You know Jane better than anyone else. Ideally, I would have liked to have met with you in person before starting the one-to-one sessions and discussed Jane with you. Unfortunately, with the new ways of working, this is not possible. However, I would appreciate if you could share your thoughts with me by Tuesday 3<sup>rd</sup> November by completing the questionnaire via the link below. On the questionnaire there are questions about your preferences for the days and timings of the one-to-one sessions.

[https://forms.office.com/Pages/ResponsePage.aspx?id=2\\_QHfQVEV0iQM-CPTExUm8u9WJJwHftAhPmCK287-9FUNIRHWIlaUklLMEpFRjhBWVZRWEczUkZDQS4u](https://forms.office.com/Pages/ResponsePage.aspx?id=2_QHfQVEV0iQM-CPTExUm8u9WJJwHftAhPmCK287-9FUNIRHWIlaUklLMEpFRjhBWVZRWEczUkZDQS4u)

Kind regards,  
Amanda Dale

Head of Learning Support

## Appendix 2 - An example of a Learning Success Passport

<h1 style="margin: 0;">Jane Brown</h1> <h2 style="margin: 0;">5A</h2>	<p>Photo</p> 	<p><b>Reasonable adjustments for teachers to make to best support in class</b></p> <ul style="list-style-type: none"> <li>Step by step instructions (chunk information into small parts)</li> <li>Repeat information – ask Jane to explain what she has to do after the instruction has been given.</li> <li>Provide visual clues – pictures to support words. Key words written on board.</li> <li>Enlarge texts for Jane if the text is very small.</li> <li>Use a purple reading ruler or reading guide when reading.</li> <li>Support in reading more difficult words by splitting words into prefix, root and suffix.</li> </ul>
<p>Autumn Term 2020/Spring Term 2021    Passport 2</p> <p>Start Date: 20.11.20                      Review: 25.1.21</p>		
<p><b>Pupil Voice</b></p> <p><b>Strengths</b> – Art, especially pencil sketching and shading. I am quite good at spelling. Cricket.</p> <p><b>Challenges</b> – Reading. When I read I sometimes miss words out. I find reading comprehensions tricky. I get nervous in tests.</p> <p><b>Best way to support</b> – When copying text I like large text. I don't like tiny writing. I enjoy reading books with pictures.</p>		
<p><b>One-to-one support (30 mins weekly 1:1)</b></p> <p>Jane receives individual support from Mrs Dale in literacy (see targets on the back of the sheet.)</p> <p>The targets will be reviewed with Jane and her parents after 6 weeks.</p>		
<p><b>Additional provision</b></p> <p>WordShark Spelling and reading ICT program for use at home.</p> <p>WordShark Drop-in Club (30 mins weekly)</p>		
<p><b>Parent Voice</b></p> <p><b>Strengths</b> – She works hard, she loves art and drama and maths.</p> <p><b>Challenges</b> – Her reading is quite slow and she doesn't have confidence she is doing the right thing, she is very nervous about it. Her spelling she works hard at and does reasonably well in tests but doesn't retain it so when she writes, there are always lots of errors. In her writing she often moves between tenses but her ideas seem to be quite good. Also, her handwriting appears to have deteriorated during lockdown.</p> <p><b>Priorities to work on during 1:1</b> – English comprehension</p>		
<p><b>Specialist reports/recommendations.</b></p> <p>Specific Learning Difficulties Specialist Teacher report (August 2019) <b>Jane meets the criteria to be described as dyslexic.</b></p> <p>(See report recommendations which are incorporated in targets and success criteria below.)</p> <p>Report states that Jane qualifies for <b>25% additional time in tests/exams.</b></p>		
<p>Parent's signature</p>		<p>Date</p>
<p>Jane's signature</p>		<p>Date</p>

## Appendix 2 - An example of a Learning Success Passport

Jane Brown's One-to-one learning support targets.

**Autumn Term 2020/Spring Term 2021.**

Start date 20.11.20

**Passport 2.5**

Review date (after 6 weeks) 25.1.21

Target	Success Criteria Is able to:	Review notes
1. I can correctly spell the Year 5 and 6 high frequency words.	<ul style="list-style-type: none"> <li>• Use colours to chunk words into small parts e.g. breaking it down into syllables, identifying words within words, prefixes and suffixes.</li> <li>• Use Mnemonics, if helpful.</li> <li>• Achieve 5/5 in weekly high frequency word test.</li> </ul> <p><u>Resources</u> Year 5 &amp; 6 Word List p130 Home/School Diary</p>	<p>Jane learns her weekly high frequency words. Her scores range between 3/5 to 5/5 She successfully uses a range of strategies to learn her spellings including 'chunking', syllable break down, word maps and colours.</p> <p>HAST-2 Form A Spelling Test 12.3.21 Results: Chronological age 10.03 years Spelling age 11.08-11.11 years (+1 year 5 months) Standardised score 108</p>
2. I can chunk words into prefixes, root words and suffixes.	<ul style="list-style-type: none"> <li>• Split words into a prefix, base or root word and a suffix which will help Jane chunk words so that she relies less on the sounding out of individual letters. By chunking she can learn to break down longer words and blend them together; for example, hand to handing.</li> <li>• Use word maps to show connections between root words (a useful strategy when learning fortnightly spellings.)</li> </ul> <p><u>Resources</u> Create Word Maps using class spelling lists.</p>	<p>Diagnostic assessment identified the areas to work on: consonant digraphs: (t)ch e.g. watch phonic pattern soft 'c' e.g. circumference irregular words: chaos, quay, phoenix plural rule f to ves rule e.g. calf to calves.</p>
3. I can read with understanding and make inferences about the characters and situations by referring back to the text.	<ul style="list-style-type: none"> <li>• Use higher order reading skills such as skimming and scanning so she can refer back to text to support her comprehension.</li> <li>• Identify areas of text she does not understand, questions text and summarise what she has read.</li> <li>• Talk about text, especially around inferential comprehension and understanding abstract language.</li> </ul> <p><u>Resources</u> Hot Dot Reading Comprehension Cards (Inferences)</p>	<p>Amazing accurate and fluent reading. Reads at a steady pace and understands what she reads. Refers back to the text when making inferences. Achieves 4/4 in comprehension answers.</p>