



HALSTEAD ST ANDREW'S  
SCHOOL

## LEARNING SUPPORT POLICY FOR KEYSTAGES 1, 2 AND 3

Compiled by: S Hemsworth / K Logie	Policy version date: September 2023
Approved by:	Next Revision date: September 2024

## COMPLIANCE

This policy is written with due regard to the following guidance and advice:

Special Educational Needs and Disability Code of Practice, 0-25 years 2020 (January 2015)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Equality Act 2010

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Children and Families Act 2014 (part 3)

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Disability Discrimination Act 1995

<https://www.legislation.gov.uk/ukpga/1995/50/contents>

## PHILOSOPHY

Halstead St Andrew's aims to secure the best for all children as individuals. This approach means that every effort is made to promote a positive environment based on the following principles:

- All children have an equal right of entitlement to an appropriate and worthwhile education.
- All children are special, different and have individual needs.
- All children are equally valued within the school and have the right to voice their views.
- All children have a common entitlement to a broad, balanced and relevant curriculum.
- Children with SEND occur in every classroom. Every teacher in school teaches children with additional needs.
- All staff, both teaching and non-teaching, have regard to the needs of individuals within the school.
- Parents are valued as genuine partners and will be supported to play an active role in their children's education.

We believe that *'the purpose of education for all children is the same...but the help individual children need will be different'*. (Warnock 1978)

Throughout the school, we are committed to:

- Identifying / planning for individual needs.
- Providing a well-planned and structured environment with access for all children.
- Providing a range of activities, resources and equipment.
- Evaluating and recording individual learning levels and achievements.
- Providing access to different forms and levels of interaction and communication.

Through our Accessibility Plan ([www.hsaschool.co.uk/school-policies](http://www.hsaschool.co.uk/school-policies)) we are constantly seeking to improve our provision for pupils with additional needs.

We recognise that children with a disability may not have additional learning needs, but others may. The school will do all that is reasonable in order to meet the needs of pupils with disabilities and/or learning needs for which, with reasonable adjustments, the school can adequately cater.

## **DEFINITION OF ADDITIONAL NEEDS**

A child or young person has special education needs if they have a learning difficulty or disability which calls for special education provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they are likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Under the Equality Act 2010, a disability is defined as:

‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.’

There are four areas in which children or young people with SEND might experience difficulty:

1. Communication and interaction
  - a. Speech, language and communication needs (SLCN)
  - b. Autistic Spectrum Disorder (ASD)
2. Cognition and learning
  - a. Moderate learning difficulties (MLD)
  - b. Severe learning difficulties (SLD)
  - c. Profound and multiple learning difficulties (PMLD)
  - d. Specific learning difficulties (SpLD – includes dyslexia, dyscalculia and dyspraxia)
3. Social, emotional and mental health
  - a. Attention Deficit Disorder (ADD)
  - b. Attention deficit hyperactive disorder (ADHD)
  - c. Attachment disorder
  - d. Other Mental Health concerns
4. Sensory and/ or physical needs
  - a. Physical disability (PD)
  - b. Vision impairment (VI)
  - c. Hearing impairment (HI)
  - d. Multi-sensory impairment (MSI)

See appendix for more detail.

## **AIMS AND OBJECTIVES**

Our overall aim is for all children with additional needs to thrive and reach their potential in a supportive environment that prepares them firstly for a successful transition to school and ultimately for adult life.

This will enable them to:

- Be healthy.
- Stay safe.
- Enjoy and achieve.
- Make a positive contribution.
- Achieve economic well-being.

Our objectives:

- To identify a child with additional needs as early as possible.
- To ensure that learning opportunities are focused on the needs of the whole child, centred on being able to meet the needs of all individuals.
- To promote an atmosphere of encouragement, acceptance and respect for achievements, in which all children can thrive.
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
- To develop staff skills in identifying children with additional needs and devise suitable support programmes.
- To adopt positive and consistent strategies to help children with behavioural and/or emotional problems.
- To put in place a programme of support and referral that will enable children to receive help they need quickly and effectively.
- To inform parents of the needs and progress of their child and to work in partnership with them.
- To take into account the wishes of the child according to their age and understanding.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the school can identify, assess and make provision to meet those needs.

## **IDENTIFYING AND SUPPORTING PUPILS WITH SEND**

Halstead St Andrew's curriculum, plans and schemes of work take proper account of the needs of all pupils, including those with SEND. The school regularly reviews pupil progress to help monitor whether children are making the expected progress (e.g. CATs, New Group Reading Test (NGRT) and New Group Spelling Test (NGST), Pearson Test of English (PTE), Pearson Test of Maths (PTM) and 11+ tests). Slow progress and low attainment do not necessarily mean that a child has SEND. However, where the school reasonably considers that a pupil may have a learning difficulty, for example, where there are early indications that a pupil is not making the expected progress, the school will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required, including whether any additional support is needed, such as in-class support.

The school may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where

parents wish to request a formal assessment from outside of school, they should ensure that the school is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEND or disabilities, the school will take action to put appropriate provision in place taking into account the advice from the specialists. Parents should always be consulted and kept informed of any action taken to help their child.

Arrangements for special educational provision and support are made through the school's graduated approach to SEND support: assess – plan – do – review:

**Assess:**

The class or subject teacher, working with the Head of Learning Support, will carry out a clear analysis of the pupil's needs

**Plan:**

In consultation with the parent and pupil, agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a review date.

**Do:**

The class or subject teacher remains responsible for working with the pupil. The Head of Learning Support will support the main class/subject teacher in the further assessment of the pupil's particular strengths and weaknesses, and guidance and advice on the implementation of support

**Review:**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed regularly (usually once a term). The impact and quality of the support and interventions will be evaluated. The support is revised in light of the pupil's progress and development in consultation with the pupil and parents (as appropriate).

The school recognises that some pupils with a SEND may also have a disability. The school will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the school can adequately cater.

## **The School's SEND Provision**

The School's SEND provision currently includes:

- In-class differentiation and additional support.
- Additional specialist teaching in groups.
- Additional one-to-one lessons
- Sessions with specialists such as Occupational Therapists, Speech and Language Therapists etc. if advised in a report following an assessment (charged to parents).

## **RECORD KEEPING**

Children who are being monitored are recorded on the Observation Register. Children who have been diagnosed with an additional need, receive 1-1 support, or who have an EHCP are recorded on the SEND register. All records of SEND provision and progress are saved on the Information Sharing Agreement Management System (ISAMS).

It is a statutory requirement that all individual records are kept until the pupil is 25.

## **FURTHER ASPECTS RELATING TO SEND PROVISION**

### **Admissions**

No child will be discriminated against on entry into the school because of their individual needs. Applications from children with additional needs disabilities will be considered in the same way as every other application and, if we are able to meet their needs through reasonable adjustments, these children will be given equal access to a broad, balanced, relevant and differentiated curriculum upon entry to the school.

Parents of children with SEND are advised to discuss their child's requirements with the school before they are considered for a place. Parents are asked to provide a copy of any medical or educational psychology reports to support their application. Before an offer of a place is made, the school will assess whether it is able to cater adequately for and meet any SEND through discussion with the parents, consideration of any professional reports, references from any previous settings, and assessment of the pupil at a taster day, as appropriate.

An offer of a place may not be made if the school determines, following consultation with parents, that they are unable to meet and provide for the child's needs. The school will always consider its obligations under the Equality Act 2010.

### **Educational, Health and Care Plans**

The needs of the majority of pupils with SEND will be met through the school's SEND support. However, where a child or young person has not made expected progress despite the support in place, parents and the school have the right to ask the Local Authority to make an assessment with a view to drawing up an Education, Health and Care Plan. Parents are asked to consult with the school before exercising the right. The school will always consult with the parents before exercising the right.

If the Local Authority refuses to make an assessment, parents have the right of appeal to the First-tier Tribunal (SENDIST). The school does not have the right to appeal.

Where a prospective pupil has an EHCP, the school will consult with the parents and the Local Authority (where appropriate) to establish whether the provision specified in the EHCP is charged to the Local Authority (if the Local Authority is responsible for the fees and the school is named in the EHCP), or directly to the parents. In all other circumstances, charges may be made directly to the parents, subject to the school's obligations under the Equality Act 2010. The school co-operates with the Local Authority to ensure that relevant annual reviews of the EHCPs are carried out as required.

### **Withdrawal**

Where, after all reasonable adjustments have been made or considered, the school feels that it is unable to accommodate a SEND pupil or meet their needs, the school may require parents, after appropriate consultation, to withdraw their child. Halstead St Andrew's will always have the child's best interests at heart.

### **Three-year Accessibility Plan**

A copy of the school's Accessibility Plan can be accessed on the school website [www.hsaschool.co.uk/school-policies](http://www.hsaschool.co.uk/school-policies) . This sets out the school's plan to increase the extent

to which pupils with SEND can participate in the school's curriculum and the plan to improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits offered by the school.

### **Bullying and Behavioural Issues**

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum and PSHCE the importance of respecting each other and behaving towards each other with kindness, courtesy, and consideration. The school's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The school recognises that pupils with SEND may be particularly vulnerable to being bullied. The school's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The school also recognises that bullying (or other matters such as bereavement) can lead to difficulties within the classroom or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND, but where there are concerns, an assessment may be undertaken to determine whether there are causal factors such as undiagnosed learning difficulties, difficulties with communication, or mental health issues.

The school recognises that children with SEND can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. The school's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

### **Entitlements to Additional Time and /or Support in External Assessments**

Children who have been diagnosed with a learning difficulty may be entitled to support such as additional time and /or modified provision, to complete external assessments. The Head of Learning Support will assess, as appropriate, to establish whether a pupil is entitled to these additional supports (in line with current JCQ guidelines). Teachers are informed of children in their lessons who have such entitlements. This is also recorded on the Information Sharing Agreement Management System (ISAMS).

### **Support Services**

Support Services are welcomed to support a child with SEND, if the child:

- continues to make little or no progress in specific areas over a long period
- continues working at national curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning, or that of the class group.
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

- despite having received intervention, the child continues to fall behind the level of the peer group.

### **Valuing Parents**

At Halstead St Andrew's, an effective working relationship with parents is seen as having a crucial bearing on a child's progress and parental involvement is sought as early as possible. At all stages of the SEND process, the school will keep parents informed and involved.

### **Considering the Pupil's Views and Opinions**

At Halstead St Andrew's School, the pupil's views will be sought whenever possible. Though we accept that a pupil's perceptions and experiences can be invaluable, as a school, we recognise that we may also need to consult parents and other colleagues for further information.

### **Disability Discrimination Act**

Though we acknowledge that not all children with a disability have a special educational need, we have regard for the Disability Discrimination Act (1995) and will make **reasonable adjustments** to include all children and their families.

### **Pupils with Medical Conditions**

Halstead St Andrew's School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. The staff members have all been trained in basic first aid and the school administrator has a qualification in first aid which enables her to administer medication.

See the school's First Aid policy for further details.

### **Review**

This policy is reviewed annually by the Assistant Head (Inclusion) and the Head of Learning Support, updating the content as changes occur with regard to staffing, facilities and resources, and in line with government legislation, to ensure that it meets the need of pupils with additional needs.



## APPENDIX

The following Halstead St Andrew's policies mentioned in the Learning Support Policy can also be found on the website: [www.hsaschool.co.uk/school-policies](http://www.hsaschool.co.uk/school-policies)

Anti-Bullying Policy

Admissions Policy

Complaints procedure

First Aid Policy

Mental Health and Well Being Policy

The Health and Safety Policy

### A) Broad areas of need as set out in the SEND Code of Practice 2014:

#### *Communication and interaction*

Pupils and young people with speech, language and communication needs (SLCN) have difficulty in 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 social rules of communication. The profile for every pupil 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.

Pupils and young people with ASD, including Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### *Cognition and learning*

Support for learning difficulties may be required when pupils and young people learn 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 pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, to profound and multiple learning difficulties (PMLD), where pupils 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.

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

Pupils and young people 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 pupils and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

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

Some pupils and young people require special educational provision because they have a 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 pupils 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, or

rehabilitation support. Pupils and young people with an MSI have a combination of vision and hearing difficulties.

Some pupils and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

## **B) Other considerations**

Other considerations need to be taken into account as these may also impact on the progress and attainment of our pupils;

Disability (the Code of Practice outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEND)

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Pupil
- Being a pupil of Serviceman/woman

## **Adequate progress**

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the pupil and his peers from widening
- Closes the attainment gap between the pupil and his peers
- Shows an increased rate of progress than previously
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

## **C) Specific Intervention Programmes and websites:**

- Tracks Programme which allows children to develop their reading skills, phonic skills, spelling skills and handwriting skills in a group situation.
- Nessy Literacy Programme
- Dynamo Maths Programme
- Numicon for numeracy