

# Learning Support Policy



**Policy Author:**

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## Caterham School Learning Support (SEND) Policy

**The school uses a graduated approach to meeting SEND as outlined in the 2015 SEND Code of Practice 0-25 years, represented by the Assess-Plan-Do-Review framework.**

### **ASSESS**

**Teacher observation and assessment of pupils within a class setting is central to the identification of any specific learning needs. In addition to this, standardised assessments of pupil attainment are carried out so that any specific areas of difficulty can be identified and investigated further as appropriate. Standardised cognitive, reading and spelling assessments are conducted each year.**

**The identification and assessment of the SEND of pupils whose first language is not English, requires particular care. Where there is uncertainty about an individual pupil, teachers will look carefully at all aspects of a pupil's performance. This will establish whether the problems they have in the classroom are due to limitations in their command of the English language, or arise from SEND. Some pupils with English as an additional language may also have SEND.**

**Teachers in the Pre-Prep and Prep School can discuss pupils directly with the Head of Learning Support at any time so that any concerns can be investigated and assessed at the earliest possible stage. In addition to this, termly class monitoring meetings are held between the Head of Learning**

**clear advice will be provided to subject teachers in relation to Wave 1 to ensure that the pupil's**

arrangements for any access arrangements required by the candidate in the entrance examinations, following consultation with the SEND Coordinator at the child's current school. It also allows the school to evaluate any adjustments required by the prospective pupil in school, and the school's ability to provide those adjustments for them as a pupil of the school, so that they will be able to take full advantage of the education provided in the event that the candidate is offered a place. If parents of a prospective pupil fail to disclose this information at the time of registration the school may be unable to accommodate access arrangements when the candidate sits the entrance exam. In addition, the school may be unable to offer an adequate level of support for the pupil should they be offered a place, and, in some circumstances, this may result in the offer of a place being withdrawn.

For more information, please see the school's Admissions Policy available on the school website.

### **Identifying pupils who may have additional learning needs**

Group screening assessments and baseline testing is carried out at various points throughout the school to help identify if there could be any underlying learning difficulties which might affect a pupil's achievement. This information is used in conjunction with other data, including information from a pupil's previous school, subject teachers, form tutors, lesson observations, discussions with parents and the pupil themselves, to establish if there could be a need for further investigation or assessment.

If a parent is considering an educational or psychological assessment for their child, for example for possible dyslexic type difficulties, or for attention difficulties, it is important that they contact the Learning Support Department for advice on the type and nature of assessment required, and for details of approved specialists.

### **Support, Referrals and Communication**

It is the school's policy that any pupil with a specific learning difficulty or other neurodiversity has full access to the curriculum and are included in a fully integrated teaching programme. For by far the majority of our pupils with specific learning difficulties or other conditions, their needs are met by the provision of high-quality class teaching, appropriately differentiated for individual pupils. For any pupils who need adjustments in class to help access the curriculum or need specific support to fulfil their learning potential, detailed information and advice is provided to teaching staff via the school's database. This information is reviewed and updated regularly following consultation with teaching staff and the pupil themselves.

The academic progress and wellbeing of all our pupils is carefully monitored by Heads of Year, who meet regularly with the Head of Learning Support. If it is felt that a pupil may benefit from a short period of individual or small group support this will be discussed with the Head of Learning Support. Any support is usually scheduled outside the pupil's timetabled lessons and may be at lunchtime or before or after school.

### **Access Arrangements in Examinations**

Access arrangements are 'reasonable adjustments' available for pupils who have a disability, long-term medical condition or specific learning difficulty which has a significant and persistent effect on their performance in examinations. For these pupils access arrangements can be granted in strict adherence to the rules set out in the Joint Council for Qualifications (JCQ) booklet Access Arrangements and Reasonable Adjustments which is

updated annually. In line with the JCQ rules, the school's SENDCo decides based on evidence of need and an approved assessment, whether an application can be made.

Under JCQ regulations the school is required to recommend and approve suitably qualified specialist assessors or psychologists to carry out assessments which can be used as evidence for access arrangements. The specialist is also required to have evidence of need from the school prior to the assessment. We are not allowed to accept independently arranged assessments, so parents should seek advice from the Learning Support Department if they are considering any type of educational or psychological assessment.

A psychologist's, psychiatrist's or other medical specialist's recommendations cannot be used to award access arrangements. In line with JCQ rules, this has to be decided by the SENDCo, based on detailed and long-term evidence of need for those arrangements from the pupil's teachers

### **Moving On**

The Learning Support Department will liaise and cooperate with other schools if pupils move schools (following consent from students or parents as appropriate).

Advice is available to pupils and parents about SEND provision in tertiary education, and the steps which need to be taken when making applications to university, including making an application for a Disabled Student's Allowance if appropriate.

This policy was reviewed by K. Sharpe and L. Charlesworth (September 2024)

Next review: September 2025