

Learning Support (SEND) Policy 2020/2021

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As the British School of Lome is primarily an English language school following a modified version of the National Curriculum for England this policy has been written to take this into account and is based on the appropriate research and legislation.

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) as we wish to be broadly in line with English laws and standards. It has been written as guidance for staff, parents or carers and learners with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2015
- Ofsted Section 5 Inspection Framework June 2015 updated July 2018
- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010
- Education Bill 2011
- Learners and Families Act 2014

This policy sets out our procedures for the identification, assessment and provision for learners with learning support needs, whether or not learners have formal diagnosis, including how the school evaluates the effectiveness of its provision for such learners and the school’s arrangements for assessing the progress of learners with special educational needs.

1. Inclusion Statement

- We endeavor to achieve maximum inclusion of all learners whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the learners within the school and provide materials appropriate to learners' interests and abilities. This ensures that all learners have full access to the school curriculum.
- A Learning Support Need might be an explanation for delayed or slower progress but is not an excuse. We make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Learning Support Need. Differentiated work and individual learning opportunities are provided for learners who are learning EAL.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” often caused by a poor early experience of learning and teacher understanding of learning needs.
- Some learners in our school may be underachieving but will not necessarily have a Learning Support need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these learners catch up.
- Other learners will genuinely have Learning Support needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that learners with Learning Support needs have the maximum opportunity to attain and achieve in line with their peers.
- We will follow direction from the Code of Practice (2015) which places whole class teaching and high quality experiences as the most inclusive and first avenue of striving to meet the needs of all learners (with a learning need or not) at BSL.
- BSL embraces the idea that individual learners will have a direct say in their own desired outcomes. To this end specific targets to meet those outcomes will be negotiated and involve the learner, school and parent/carers.

Aims of this Policy

The aims of our inclusion policy and practice are:

- to provide curriculum access for all.
- to secure high levels of achievement for all.
- to meet individual needs through a wide range of provision.
- to attain high levels of satisfaction and participation from learners, parents and carers.
- to carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- to ensure a high level of staff expertise to meet learner needs, through well targeted continuing professional development.
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- to promote learners' self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.
- to provide independence in all our learners, to take initiatives and risks with their learning to create resilience ready for successful transition into adulthood.

STAGE 1:

Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All learners receiving support to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- The full time attachment of adult TA support to one individual learner has been acknowledged as no substitution for high quality teaching by the subject teacher. BSL teachers and teaching support staff have high expectations of all our learners.
- The routine and prolonged withdrawal from mainstream learners with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be learners who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be learners with Learning Support needs. This is considered to be differentiation of the usual school curriculum, not a special intervention for learners with a specific learning need.
- All learners with the need for learning support will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet learners' identified needs and track their provision.
 - Audit how well provision matches need.
 - Recognise gaps in provision and strive to close those gaps.
 - Highlight repetitive or ineffective use of resources.
 - Cost provision effectively.
 - Demonstrate accountability for financial efficiency.
 - Demonstrate to all staff how support is deployed.
 - Inform parents, and other stakeholders about resource deployment.
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

Learners' needs should be identified and met as early as possible through:

- liaison with BSL primary provision or transfer information from previous schools.
- the analysis of data including entry profiles, Key Stage 2 data, CATS, in-house reading and spelling assessment and other whole-school learner progress data which track at set times throughout the year.

- classroom-based assessment and monitoring arrangements. (Cycle of assess, plan, do and review).
- following up parental concerns.
- tracking individual learners' progress over time, as per the BSL tracking schedule.
- information from other services e.g. doctors, Educational Psychologists families may have employed..
- maintaining a provision map for all vulnerable SEN learners which clearly identifies learners receiving additional SEN Support from the school's budget. This provision map is updated termly through meetings between the teachers and Inclusion staff.
- Undertaking, when necessary, a more in depth individual assessment. This may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a learners' needs. It may include a bilingual assessment where English is not the first language.
- Involving an educational psychologist, at the families expenses, where it is suspected that a Learning Support need is significant and the family wish to pursue this route.

Curriculum Access and Provision for vulnerable learners

Where learners are underachieving and/or identified as having Learning Support needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual learners:

- teachers differentiate work as part of quality first teaching.
- Wave 1,2,3 interventions.
- small group withdrawal.
- individual class support/individual withdrawal.
- bilingual support/access to materials in translation.
- further differentiation of resources.
- 6th Form Mentors and Peer Mentors.
- homework/learning support club.
- Pastoral care tutorials.
- Pastoral Support Plans (behavioural needs/ SEMH).
- IEPS (learning need).

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the Inclusion leader and senior leaders.
- ongoing assessment of progress made by intervention groups.
- scrutiny of planning.
- teacher interviews with the Learning Support Coordinator..
- informal feedback from all staff / learner interviews when setting new targets or reviewing existing targets.
- learner progress tracking using assessment data (whole-school processes).
- attendance records and liaison with the Attendance Officer
- Headteacher's report to families and other stakeholders.

STAGE 2:

Additional Learning Support

Learners will be offered additional learning support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offered for all learners in the school i.e. they have a Learning Support need as defined by the Code of Practice (2015).

Under-achieving learners and learners with EAL who do not have a learning support need will not be placed on the list of learners being offered additional support -

In keeping with all vulnerable learners, intervention for learners with learning support needs will be identified and tracked using the whole-school provision map.

Learners may receive more in class support or support within the inclusion provision, known as Learning Support.

On very rare occasions, where a learner has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and educational psychologists in order to consider the individual's needs. This would be a decision made in discussion with families and would be at their expenses.

The name of the Learning Support Coordinator: Bruce Wooding

Management of Inclusion within our school

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of the Inclusion Policy to the Inclusion Coordinator. They are responsible for reporting regularly to the Headteacher and on the ongoing effectiveness of the Learning Support Policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – all teachers are teachers of learners with Learning Support needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is to be shown towards all learners at all times.

Headteacher

- The Headteacher is responsible for monitoring and evaluating the progress of all learners and for making strategic decisions which will maximise their opportunity to learn.
- The Headteacher will delegate the day to day implementation of this policy to the Inclusion Coordinator .
- The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school learner progress tracking system.
 - maintenance and analysis of a whole-school provision map for vulnerable learners.
 - learner progress meetings with individual teachers.
 - regular meetings with the Inclusion Coordinator.
 - discussions with learners and parents.

Learning Support Coordinator

The post holder will oversee the day to day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision maps and IEPs for SEN vulnerable learners.
- Identifying on this provision map a staged list of learners with Learning Support needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans.
- coordinating provision for learners with Learning Support needs.
- liaising with and advising teachers.
- managing other classroom staff involved in supporting vulnerable learners.
- overseeing the records on all learners with Learning Support Needs.
- liaising with parents of learners v receiving Learning Support, in conjunction with class teachers. contributing to the in-service training of staff.
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 learners on the vulnerable learners' provision map.
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with Learning Support needs).
- Meeting at least termly with pastoral care leads to review and revise learning objectives for all vulnerable learners who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for staff to ensure that these meetings occur).
- liaising sensitively with parents and families of learners on the Provision Map, keeping them informed of progress and listening to their views of progress.

Class teacher

Liaising with the Pastoral Coordinators and Inclusion Coordinator to agree:

- which learners in the class are vulnerable learners.
- which learners on the provision map require additional support because of a Learning Support need and need to go on the school's SEN Provision Map and have an IEP.

Securing good provision and good outcomes for all groups of vulnerable learners by:

- providing differentiated teaching and learning opportunities, including differentiated work for EAL learners which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for learners with Learning Support needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies. (SEN Code of Practice 2013)
- ensuring effective deployment of resources, including teaching assistant support, to maximise outcomes for all groups of vulnerable learners. Information about the expertise and training of staff in relation to learners and young people with Learning Support needs and about how specialist expertise will be secured.
- In accordance with Section 6 of the SEN Code of Practice (2015), if appointed after September 2008, our Learning Support Coordinator is a qualified teacher and holds statutory accreditation.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

2. Information about how equipment and facilities to support learners and young people with Learning Support needs will be secured.

Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruitment policy and best practice. All vacancies will be competitively advertised and recruited.

3. The role played by the parents of learners with Learning Support needs .

Partnership with Families

The school aims to work in partnership with families. We do so by:

- giving families opportunities to play an active and valued role in their child's education.
- making families feel welcome.
- encouraging families to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- instilling confidence that the school will listen and act appropriately.
- focusing on the learner's strengths as well as areas of additional need.
- allowing families opportunities to discuss ways in which they and the school can help their child.
- agreeing targets for all learners, in particular, those not making expected progress and, for some learners identified as having Learning Support needs, involving families in the drawing-up and monitoring progress against these targets.
- keeping families informed and giving support during assessment and any related decision-making process.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Learners

We recognise that all learners have the right to be involved in making decisions and exercising choice. In most lessons, all learners are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all learners by encouraging them to:

- state their views about their education and learning.
- identify their own needs and learn about learning.
- share in individual target settings across the curriculum so that they know what their targets are and why they have them.
- self-review their progress and set new targets.

Effective Transition

We will ensure early and timely planning for transfer to a learner's next phase of education and, in the year before the year in which they leave, will hold transition meetings with the Year 6 teacher and Teaching Assistants at BSL and seek information from other schools.

Support for the learner in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Learners will be included in all "class transition days" to the next phase but may also be offered additional transition 'visits'.

4. Any arrangements made by the Headteacher relating to the treatment of complaints from parents of learners with Learning Support needs concerning the provision made at the school.

Admission Arrangements

No child will be refused admission to school on the basis of his or her Learning Support need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled learners and we will take all reasonable steps to provide effective educational provision.

Complaints

If there are any complaints relating to the provision for learners with SEN or EAL these will be dealt with in the first instance by the class teacher, then, if unresolved, by the Inclusion Coordinator. The Headteacher may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the BSL complaints procedure (see separate Complaints Policy).