

Member of Staff Responsible	Learning Support Coordinator
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Approved By Governors	
Distribution:	All Staff

Rokeby offers boys a challenging curriculum with high academic standards in order to prepare them successfully for entrance into a range of schools. However, it sees its primary aim as offering a broadly based and liberal education to as many as are able to benefit from it. In order to achieve this end, Rokeby recognises that some of its pupils have been identified or are experiencing various types of SpLD (Specific Learning Difficulties). This means that for those pupils, modifications to the teaching and learning process must be considered. In some cases, the SpLD can represent a significant disability to learning. The school recognises its obligations to these children in that context (see Equal Opportunities Policy and Disability Policy). It has adopted many recommendations outlined by New SEND Code of Practice 0-25 years (May 2015) and the Children and Families Act 2014.

The school's Learning Support (LS) Coordinator is directly responsible to the Head of Middle School who together ensure that the identification, assessment and support of a pupil with learning difficulties is carried out effectively. The school employs Learning Support Teachers who are qualified to offer appropriate help to those identified.

The whole school works closely together to ensure that there is a unity of purpose and good continuity of practice for boys who require support. Regular formal meetings are conducted between members of the Learning Support department, subject leaders, form tutors and Head of Middle School to ensure a smooth transition between the Lower School and Middle School.

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I. Definition

The SEND Code of Practice 0-25 years, 2015 defines Special Educational Needs as follows:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The SEND Code of Practice 0-25 years, 2015 refers to four areas of Special Educational Needs:

- Communication and interaction needs (C&I), e.g. *speech and language impairment, autistic spectrum disorders, Asperger's, autism*
- Cognition and learning needs (C&L), e.g. *learning needs, dyslexia, dyscalculia, dyspraxia, dysgraphia*
- Social, emotional and mental health needs (SEMH), e.g. *ADD, ADHD, anxiety, eating disorders, oppositional defiant, self-harming*
- Sensory and/or physical needs (S&P), e.g. *hearing impairment, visual impairment, multi-sensory impairment, physical difficulties*

The Learning Support department at Rokeby aims to identify those children with special educational needs and to implement procedures which will enhance their skills within the context of the school curriculum.

2. Identification

It is essential that pupils who are experiencing difficulties have their needs identified quickly so that the appropriate provision can be made. If class teachers have concerns at any stage in a pupil's education regarding progress, they should discuss these immediately with the LS Coordinator or the LS teachers. In line with SEND Code of Practice 0-25 years, 2015, Rokeby has adopted a 'graduated response' to LS/SEND need. This includes the recommended, 'Assess, plan, do, review,' approach.

In order to help children who have special educational needs at Rokeby, the school needs to adopt a graduated response that encompasses an array of strategies. This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. However, the school should, other than in exceptional cases, make full use of all available classroom and school resources before expecting to call upon outside resources.

Early identification/ intervention

It is the responsibility of the subject teacher to complete a Referral Form for a pupil, and gather supporting evidence, which is submitted to the Head of Lower School or Middle School. The LS team will then discuss the referral and decide if further investigation is needed. If this is the case, then the form or class teacher will be asked to inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation as well as permission to undertake some initial assessments if necessary. After the assessment and feedback report is complete, the parents will then be invited to attend a meeting with the LS Coordinator where the assessment data is explained along with any recommendations and next steps or support system.

3. Assessment and Screening procedure/placement on LS register

- (i) Initially, an assessment or observation is conducted by the LS team to ascertain the nature and degree of difficulty. This may be sufficient to recommend in-school support for the pupil and parents will be advised the type of support which will be given, e.g. small group or paired work. The pupil will be seen for approximately one term then reviewed by the LS team and teachers involved to see if support needs to be continued.
- (ii) In some cases, the LS Coordinator may recommend that further testing is required. This may be in the form of a full Educational Psychologist, Speech and Language or Occupational Therapy assessment. The school will give recommendations regarding suitable professionals whereupon the parents are then responsible for taking the pupil to the assessments and meeting the necessary costs. A copy of the completed report received by the parents should then be given to the school, followed by a meeting to discuss support.
- (iii) In some cases, a boy may require 'external support' from an outside agency, e.g. Speech Therapy, Occupational Therapy. The School has a specialist support package which the parents can buy into or they can arrange their own external support privately. It is the LS Coordinator's role to ensure that a selection of recommended strategies are implemented (where possible) into the classroom by both the Teacher and support staff. Regular meetings/ reviews will be held with the external support to discuss progress and developments. Parents are typically invited to attend these meetings.
- (iv) If immediate support is not considered necessary, the pupil will be placed on a learning support monitor list. Teaching Tips and Strategies will be made available so staff are able to plan and differentiate accordingly to help support individual learning.
- (v) Education, Health and Care Plans. An EHC plan may be advised by any EP or requested by a parent. It is the LS Co-ordinator's role to liaise with all parties and collate documentation for an EHC assessment, and communicate progress with all parties.

4. Support

The LS Coordinator may organise support in the following ways:

- (i) **One to one or small group lessons** for boys who are having significant difficulties in their reading, comprehension, spelling or number skills and where this is having an impact on their ability to access the curriculum. These lessons will target basic literacy and numeracy skills.
- (ii) **Short term targeted interventions** for boys who are required to improve their skills in one area but do not need lengthy interventions, these may be delivered by TAs or the LS team e.g. Phonics work (PAT), Wordshark.
- (iii) The LS team can support other areas, e.g. behavioural problems, social skills, handwriting, spelling groups etc., but these will all be decided on a 'case by case' scenario in liaison with the Head of Lower School and Middle School.
- (iv) Support is only given to those boys who have been assessed and support has been agreed with the LS Coordinator and parents.
- (v) Boys receiving support will have an Assess, Plan, Do Review form indicating the targets to be worked on (APDR)
- (vi) All boys on the register will have a list of useful Teaching Tips and Strategies available to all staff.
- (vii) The support of the boys is shown on the ISAMS system as a coloured co-ordinated 'star system'. It is the LS Coordinator's role to ensure staff are fully trained and up to date with ISAMS system and are able to use the computerised register to access information on a specific boy.
- (viii) It is not our policy to permit parents to fund a learning support assistant for their child.

5. Reviews

Parents will be informed by the LS Coordinator of any changes in procedure relating to their son. A formal written report will be included with the school reports. Targets on the Assess, Plan, Do Review form are written and formally reviewed twice a year, (more often if target is achieved earlier). The targets are written with the boys to ensure they are a part of the learning process.

The LS team will review each boy's progress using school based exams results alongside standardised scores and in consultation key staff about general progress. A boy's Teaching Tips, will reflect any changes and significant changes will be shared with all staff and parents. If a boy is taken off the LS register, he will be monitored for at least another academic year and will undergo a cycle of reading and spelling assessments to ensure progress is maintained.

6. Exams

Some boys are entitled to special Access Arrangements in exams. Boys with a standardised score in processing speed of less than 85 are entitled to extra time. Boys with several scores of less than 85 may be entitled to extra time. If a boy has an EP report that currently states he can receive 25% extra time, the LS Coordinator will contact the proposed senior school to check that extra time is valid. Not all senior schools will accept the Access Arrangements and may consider each child on a case by case basis. Some exams and assessments cannot be done with Access Arrangements e.g. use of extra time in French listening or mental arithmetic. The school must provide evidence of normal working for additional Access Arrangements e.g. use of laptops. Please refer to the Laptop Policy to read further.

It is the responsibility of the LS Coordinator to coordinate all boys receiving extra time for internal exams. The LS Coordinator will ensure all staff are fully briefed into the exam supervision, marking and recording of marks and support staff with adapting exams for boys with particular difficulties.

7. Pre-tests and Senior Schools.

The current system in place for most Senior Schools is that parents are expected to liaise with their chosen school to find out if their child is eligible for extra time. It is the parent's responsibility to collate and send in the relevant paperwork to their chosen Senior School (e.g. EP, medical reports) before any assessments are carried out. The LS Coordinator will be available to meet with parents to discuss the paperwork procedure and to clarify what is required in terms of documentation.

In some cases, a report is requested to be written from the LS Coordinator or SENCO of a school. If this happens, the LS Coordinator will liaise with the Head of Middle School and Headmaster to ensure a LS report is written in line with the school(s) deadline. Parents will be informed by the LS Coordinator that a report will be written provided the parents have given the LS Coordinator the relevant paperwork which will state what needs to be written, e.g. type of evidence requested.

8. Speech and Language/Occupational Therapy Provision

Rokeby School organises for a Speech and Language Therapist and an Occupational Therapist from The London Children's Practice (LCP) to provide support to some boys with specific learning needs. If the boy already has a professional assessment that indicates the need for individual support this can be implemented by the LCP therapist if they have availability.

Parents do not need to use this service and may prefer to use the same therapist who carried out the full assessment. If the LCP therapist is not available, the LS coordinator can provide a list of other reliable therapists or clinics or the boy can join a waiting list.

If the school recommends a child for a speech and language or occupational therapy assessment these can be undertaken in school by the LCP therapists. The assessment is a shorter targeted screening assessment, which is followed up by a report with outcomes and recommendations. Sometimes a full assessment may be recommended and this will have to be arranged privately.

If a boy is under the care of the LCP therapist, Rokeby will arrange the lesson times, rooming and any additional meetings. The cost of screenings (£20) and lessons are paid through the school's Parent Pay at the end of each half term. Parents are also encouraged to attend some lessons as are teachers and TAs to ensure consistency.

If a boy is under the care of a privately sourced therapist, Rokeby will liaise with the therapist to provide an appropriate space and time to work with the boy, to the best of our abilities. Therapists must provide the appropriate accreditation to work on the school premises.

9. Roles

LS Coordinator: it is necessary for the LS Coordinator to carry out all those activities detailed in this policy. Broadly, these fall into four keys areas:

- (a) Strategic direction and development of Learning Support provision in the school
- (b) Leading and managing LS staff
- (c) Efficient and effective deployment of staff and resources
- (d) Teaching and learning with the LS Department/pastoral oversight of those with SpLDs and those boys requiring additional support.

To this end, the LS Coordinator will regularly update all timetables, lists and registers to ensure the information on individuals is available to all concerned, including the Headmaster.

HEAD OF MIDDLE SCHOOL: will oversee the LS department and any overlap with pupils who are underperforming even though they have no learning difficulties. The HoMS will attend LS meetings and decide steps to be taken following referrals. They will liaise with teachers regarding individual learning and meet with parents if required.

PUPILS: should be helped to access the wider curriculum and be motivated to develop their self-esteem and confidence in learning. At times, as part of their support, they will be set some extra tasks by the LS teacher which they are expected to carry out in the time given. Pupils will contribute to the target setting of the Assess, Plan, Do, Review form.

TEACHERS: must be familiar with the school's LS policy and approaches to meeting the needs of pupils with a SpLD and those boys requiring extra support. Teachers remain responsible and accountable for the progress of all children in their class and to that end should be able to identify and support pupils who may require special provision. They should communicate effectively with parents, the LS Coordinator and LS teachers. They should have high expectations of pupil's progress and set realistic but challenging targets which they monitor and review, and provide appropriate support. All teachers are expected to differentiate work

to meet the needs of all the boys. This should be visible in all teacher's planning, as appropriate.

LS Teachers: should understand their role in relation to pupils with SpLDs, working collaboratively with the LS Coordinator and teaching staff where appropriate. They should also prepare APDR and end of year written reports.

PARENTS: should strive to support the work being undertaken by the LS Teachers and be able to contact the LS Teachers with any concerns, being fully involved as partners in the educational process. Parents will contribute to the target setting of the Assess, Plan, Do, Review form.

HEADMASTER AND SENIOR LEADERS: should recognise that the curriculum must be relevant to all pupils by taking SEND into account in the formulation and implementation of policies throughout the school.

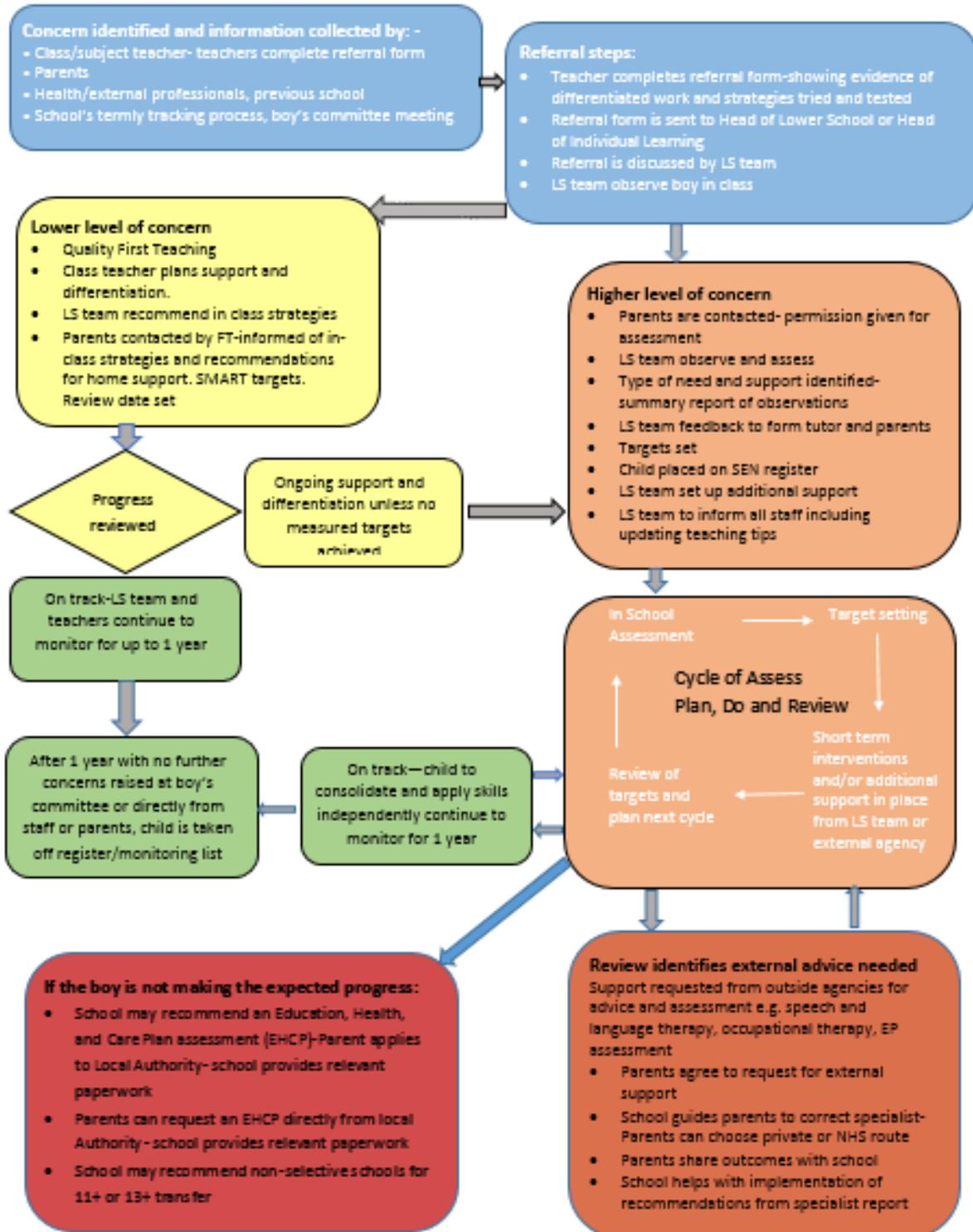
GOVERNORS: will be kept informed of changes and developments of the SEND policy within the school, by the Headmaster.

Appendix i: Graduated Response

Appendix ii: Assess, Plan, Do Review form

Appendix i:

GRADUATED RESPONSE: Identification and Support for SEND at Rokeby School



Appendix ii: Assess, Plan, Do Review form

ASSESS, PLAN, DO, REVIEW			
Name:	DOB:	Class:	Cycle:
ASSESS			
NARA reading: NARA Comp: Spelling:	ENGLISH PTE Summer	MATHS PTM Summer	CAT:
Notes:			
PLAN What do I need to learn? What are my targets?	DO-School How are school going to help me? How often and when? For how long? 'provision additional to and/or different from'	DO-Home What do I need to do? What support will I get at home?	REVIEW How did I get on? Was I successful?
Signed (school) DATE:	Signed (parent) DATE:	Signed (child) DATE:	