



Learning Development Policy

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ISI REQUIREMENT

Required by ISI?	Yes
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Legislative Compliance

1. This policy complies with the guidance given in Statutory Instrument Special Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.
 - SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001). DfES 2014
 - Ofsted SEND Review 2010: "A Statement is not enough"
 - Equality Act 2010
 - Children and Families Act 2014
2. Where formal decisions and actions with regard to pupils with Special Educational Needs and Disabilities are needed to be taken, the person designated by the Headteacher (Head of Centre) is the Head of Learning Development (Mrs S D Lawson, January 2019).

Inclusion Statement

3. We seek to achieve maximum inclusion of all children through high quality differentiated teaching and personalised learning.
4. Some of our pupils may need something additional to or different from that which we provide for the majority of pupils; this is special educational provision and we do our best within our resources to ensure that provision is offered to those in need of it.
5. We strive to make a clear distinction between "underachievement" and special educational needs and Disabilities (SEND).
6. Special educational needs and disabilities (SEND) might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment.
7. Some pupils will genuinely have SEND and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs and disabilities have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These are provided, initially, through Learning Development.
8. Development is provided, where necessary and where possible, for those for whom English is not a first language. English as an Additional Language (EAL) is not considered a Special Education Need.
9. We focus on individual progress as the main indicator of success.

Aims and Objectives of this Policy

10. The aims of our Learning Development Policy and practice in this School are to:
- 10.1 provide curriculum access for all;
 - 10.2 instil high ambitions for all pupils;
 - 10.3 secure high levels of achievement for all;
 - 10.4 meet individual needs through a wide range of provision;
 - 10.5 attain high levels of satisfaction and participation from pupils, parent and carers;
 - 10.6 map provision carefully for all children on the Learning Development Register to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes;
 - 10.7 ensure a high level of staff expertise to meet pupil need, through targeted continuing professional development;
 - 10.8 work in cooperative and productive partnership with outside agencies to ensure there is a multi-professional approach to meeting the needs of all pupils;
 - 10.9 promote collaborative partnerships with those responsible for the pastoral care of pupils in order to ¹“promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”.
11. **All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and disabilities. Staff are aware of their responsibilities towards all learners and show a positive and sensitive attitude towards all pupils at all times.
12. **Information about the School’s policies for the identification, assessment, provision and tracking of progress for pupils with special educational needs.**
- 12.1 In agreeing these staged arrangements, the School has taken into account the following statements and definitions:

²“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”
 - 12.2 This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.

¹ National Curriculum 2014

² [SEND Code of Practice \(2014: Para 1.24\)](#)

12.3 We currently review provision and outcomes based on the graduated response of 'Assess, Plan, Do, Review' as outlined in the SEND Code of Practice 2014.

12.4 How we support learners:

12.4.1 All learners will have access to quality first teaching.

12.4.2 Some learners will have access to carefully differentiated activities or approaches directly related to the school curriculum that are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These are likely to be pupils who are underachieving and identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.

Identification and Assessment

13. Children's needs should be identified and met as early as possible through:

13.1 analysis of data.

13.2 assessment, reading ages, other whole-school pupil progress data.

13.3 classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review).

13.4 following up parental concerns.

13.5 tracking individual children's progress over time.

13.6 information from previous schools.

13.7 information from other services.

13.8 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 pupil's needs.

13.9 involving an external professional where it is suspected that a special educational need is significant. The School works with a wide range of suitably qualified external professionals, who have an understanding of the School setting. Dialogue between parents or carers, the School and the external professional is essential to ensure a robust assessment and ³*"privately commissioned assessment carried out without prior consultation with the [School] cannot be used to award access arrangements and cannot be used to process an application using Access Arrangements Online."*

³ JCQ: Access Arrangements and Reasonable Adjustments 2019/20

Monitoring and Evaluation

14. The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:
 - 14.1 classroom observation by the Heads of Learning Development and Senior Leadership Team (SLT) or the Wellbeing team, as appropriate;
 - 14.2 ongoing assessment of progress made by SEN intervention groups;
 - 14.3 discussion and liaison between teachers, the Heads of Learning Development and/or Wellbeing team, as appropriate;
 - 14.4 informal feedback from staff;
 - 14.5 pupil interviews;
 - 14.6 pupil-progress tracking using assessment data whole-school processes;
 - 14.7 review of individual learning targets, evaluating the impact of provision progress.

15. Additional SEND Development

- 15.1 Pupils will be offered additional SEND Development when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offered for all pupils in the School; i.e. they have a special educational need as defined by the SEND Code of Practice 2014.
- 15.2 It may be decided that some, **but not all** pupils on the Learning Development Register will require a personalised learning plan to ensure their underlying special educational need is being addressed. This would particularly be the case where **external professionals** have been involved in assessing the pupil or contributing to their provision.
- 15.3 Highly personalised interventions may be put in place for pupils.

16. Statement of Special Educational Needs or Education Health and Care Plan

- 16.1 Pupils with an Education Health and Care (EHC) Plan are supported to meet the long-term outcomes and goals detailed on their EHC Plan, through the setting and reviewing of short-term outcomes or goals, which are reviewed at least once a term.
- 16.2 Our School will comply with all local arrangements and procedures in order to apply for an Education Health and Care Plan and will ensure that all prerequisites for application have been met through ambitious and proactive additional SEND development.
- 16.3 Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice - particularly with regard to the timescales set out within the process.

17. The name and contact details of the Heads of Learning Development (the Schools' SEND co-ordinators)

Mrs S. Bell – Preparatory School

Mrs S. Lawson – Senior School

Management of Inclusion within our School

18. The Headmaster and the Governing Body have delegated the responsibility for the ongoing implementation of this Learning Development Policy to the Heads of Learning Development. The Heads of Learning Development are responsible for reporting regularly to the Headmistresses and Headmaster, Academic Deputies and the Governors on the on-going effectiveness of this inclusion policy.

Roles and Responsibilities

19. Headmaster

The Headmaster is ultimately responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

20. Heads of Learning Development

In line with the recommendations in the SEND Code of Practice 2014, the Heads of Learning Development will oversee the day-to-day operation of this policy in the following ways:

- 20.1 co-ordinating provision for children with special educational needs;
- 20.2 liaising with and advising teachers;
- 20.3 managing other classroom staff involved in developing learners with SEN;
- 20.4 overseeing the records on all children with special educational needs;
- 20.5 liaising with parents of children with SEN, in conjunction with class teachers;
- 20.6 contributing to the in-service training of staff;
- 20.7 implementing a programme of Annual Review for all pupils with an EHC Plan;
- 20.8 complying with requests from an Education Health and Care Plan Co-ordinator to participate in a review;
- 20.9 carrying out referral procedures to the Local Authority to request an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention that a pupil may have a special educational need or disability which will require significant development, possibly to the age of 25 and beyond;
- 20.10 overseeing the smooth running of transition arrangements and transfer of information for pupils with SEND;
- 20.11 evaluating regularly the impact and effectiveness of all additional interventions for all learners with SEND;
- 20.12 liaising sensitively with parents and families of pupils on the Learning Development Register, keeping them informed of progress and listening to their views of progress;
- 20.13 attending training as appropriate;

20.14 liaising with the School's Governors, keeping them informed of current issues regarding provision for learners, including those with Special Educational Needs and Disabilities;

20.15 liaising closely with a range of outside professionals to develop learners with SEND.

21. Class Teacher

21.1 Liaising with the Heads of Learning Development to agree:

21.1.1 which pupils in the class are learners with SEND;

21.1.2 which pupils require additional development because of a Special Educational Need or Disability and need to go on the School's Learning Development Register. Some of these pupils may require advice/support from an outside professional.

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

21.2.1 providing differentiated teaching and learning opportunities;

21.2.2 ⁴ensuring there is adequate opportunity for pupils with special educational needs or disabilities to work towards agreed targets which are "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies";

21.2.3 ensuring effective deployment of resources – including teaching assistant development - to maximise outcomes for all learners with SEND.

22. Wellbeing and Medical Teams

22.1 Liaising with the Heads of Learning Development to confirm:

22.1.1 which pupils in the class require special provision and/or consideration due to medical or emotional concerns. Some of these pupils may require advice/support from an outside professional.

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

22.2.1 providing information to the Heads of Learning Development, and so to the classroom teacher, to ensure that their difficulties have minimum impact on their learning.

23. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

23.1 The Heads of Learning Development are accredited with a post-graduate qualification in SEND.

23.2 Following discussion with parents, specialist advice and expertise in relation to the assessment and development of individual pupils will be commissioned by the school from the open market; quality assurance criteria will be put in place at the point of commissioning. Parents and carers will meet the additional costs incurred resulting from the involvement of external professionals.

⁴ SEND Code of Practice 2014

Partnership with Carers and Parents

- 24. The School aims to work in partnership with parents and carers and does so by:
 - 24.1 effectively working with all other professionals and agencies supporting children and their parents;
 - 24.2 giving parents and carers opportunities to play an active and valued role in their child's education;
 - 24.3 making parents and carers feel welcome;
 - 24.4 encouraging parents and carers to inform School of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
 - 24.5 instilling confidence that the School will listen and act appropriately;
 - 24.6 focusing on the child's strengths as well as areas of additional need;
 - 24.7 allowing parents and carers opportunities to discuss ways in which they and the School can help their child;
 - 24.8 keeping parents and carers informed during assessment and any related decision-making process.

Involvement of Pupils

- 25. We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to:
 - 25.1 state their views about their education and learning;
 - 25.2 identify their own needs and learn about learning;
 - 25.3 share in individual learning goal setting across the curriculum;
 - 25.4 self-review their progress and set new targets.

Effective Translation

- 26. We will ensure early and timely planning for pupils with SEND as they move through the Family of Schools.
- 27. Pupils and parents will be encouraged to consider all options for the next phase of education and the School will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.

Admissions and Complaints Procedure

28. Admission Arrangements

Pupils with SEND will be admitted in line with the School's Admissions Policy.

29. Complaints

If there are any complaints relating to pupils with SEND parents should use the complaints procedure available on the School's website.