

## **Learning Support and Special Educational Needs (SEN) Policy**

**Reviewer:** Suzanne Marquis/Christina Conner

**Approver:** Mary Plint

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Cheltenham College Preparatory School, including Pre-Prep and EYFS, is referred to as 'the Prep', Cheltenham College as 'College' and both schools as 'the school'. Those responsible for Learning Support at College and the Prep are referred to as the SENCos (Special Educational Needs Co-ordinators).

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## **Section 1**

### **a. Introduction**

Support for learning is fully incorporated within teaching and learning practices and the Learning Support department works in partnership with academic departments and the pastoral teams. The Learning Support department aims to help pupils to enjoy learning, achieve their academic potential and to develop increasing independence. As a co-educational, academically selective school offering a traditional academic curriculum, learning in its broadest sense is central to the school's ethos. This policy describes the philosophy and practices underpinning the educational support throughout the school and the support offered in the Learning Support department. It reflects the school's commitment to providing high quality care and educational experience, informed by national frameworks:

- Every Child Matters
- Equality Act 2010
- Teachers' Standards 2012
- SEND Code of Practice 2015 (updated 2020)
- Joint Council for Qualifications (JCQ)
- Keeping Children Safe in Education (2022)

This policy should be read in conjunction with the following school policies: Child Protection and Safeguarding Policy, Admissions Policy, Disability Policy, Equality and Diversity Policy, Reasonable Adjustments Policy, Examinations Access Arrangements Policy, Anti-bullying Policy, EAL Policy, More Able and Talented Policy and the Three Year Access plan for the respective school, which detail steps taken by the school to broaden access.

The school believes that pupils with specific learning difficulties, sensory impairments or disabilities should be as fully included within the life of the school as can reasonably be achieved, have full access to the curriculum provided and should not be discriminated against. Children with specific learning difficulties (SpLD), disabilities, or SEN may have increased vulnerability in relation to abuse; this should be taken into account when considering whether they may be the victim of abuse. Some pupils with specific needs may be prone to isolation and may require additional pastoral support.

### **b. Admission Arrangements**

As an academically selective school, pupils who have a mild specific learning difficulty (SpLD), sensory impairment or disability can be admitted if the required academic level is met in the entrance process and the school is confident that a pupil can be successful and happy in the environment. It is important that, with a reasonable level of support and reasonable adjustments where appropriate, a pupil can access and cope with the demands of the mainstream curriculum as it is delivered by subject teachers and can participate independently in and benefit from the curricular and co-curricular aspects of school life. Most pupils with a mild SpLD, sensory impairment or disability can be supported through the educational provision generally available at the school. Appendices 11 and 12 show how relevant documents received by Admissions are reviewed.

### **c. Academic life**

The school provides a rich academic experience to help pupils thrive, through carefully differentiated lessons that incorporate varied learning approaches. Education is further enhanced by an extensive co-curricular, enrichment and wellbeing programme. Strong pastoral support helps pupils to flourish academically as well as in other facets of life; tutors track academic attainment and guide pupils through academic target-setting and decision-making. For boarders, House routines and staffing support educational success by

encouraging quality homework and revision.

The school has high expectations for all pupils, including particular groups of pupils:

#### **i. Pupils with SpLD, sensory impairments or disabilities**

##### **Definition of a learning difficulty**

A child or young person has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of children of his/her age.

As an academically selective school from Year 3, the most commonly encountered SpLDs include mild dyslexia, mild developmental co-ordination disorder (dyspraxia), mild attention deficit hyperactivity disorder (ADHD) and difficulties with speed of cognition. The school is committed to ensuring that pupils with SpLD, a sensory impairment or a disability are well supported through high quality teaching and removal of barriers to learning, with extra support available through the Learning Support department where desirable. Teachers are aware of individual learning needs and can cater for most within normal lessons and department arrangements, without a requirement for regular extra lessons through the Learning Support department. The Learning Support department can provide individual, pair or group support, as agreed with parents, to support the development of specific skills. These lessons incur a charge. The schedule is contained in Appendix 3.

##### **Definition of disability**

A physical or mental impairment which has a substantial or long-term adverse effect on someone's ability to carry out normal day to day activities. Section 6, Equality Act 2010.

#### **ii. Pupils with special educational needs (SEN)**

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.

Section 4 describes provision for the small number of pupils who may have very significant and long-term needs that require specialist, different and/or additional provision, such as pupils who have an Education and Health Care Plan (EHCP).

#### **iii. Pupils for whom English is an Additional Language**

College values its international pupils and is enriched by cultural and educational diversity. EAL pupils sit an Entrance Exam to assess their level of literacy. Some international pupils for whom English is an Additional Language (EAL) may require additional support in developing proficiency with the English language and, for Sixth Form students, with preparing to take the IELTS examination. The EAL department assesses proficiency and delivers a curriculum to develop pupils' confidence and competence in speaking and writing the English language, as well as supporting cultural adjustments. Please also refer to the EAL Policy for full details.

The identification and assessment of a SpLD in a child whose first language is not English requires particular care. Where there is uncertainty, teachers will look carefully at all aspects of the individual's performance in different subjects to establish whether the problems the child has in the classroom may be due to limitations in his/her command of the language that is used there or whether they may arise from a SpLD. Assessment in the child's own language by an educational psychologist (EP) may be required.

#### **iv. More able and talented**

The needs of particularly high attaining pupils, academic award holders and others

considered more able and/or talented, are met through educational extension in lessons and prep and a range of enrichment activities across the school. Further details are available in the More Able and Talented Policy.

## **Section 2: Support offered**

### **a. 'Quality first' teaching**

Every teacher has a responsibility to ensure that the learning needs of the pupils he/she teaches are recognised and catered for, through planning and delivering excellent lessons, adapted for pupils with learning differences, using a range of varied teaching approaches. Lessons include a focus on literacy skills and language skills development. The nature of pupils' learning requirements is considered when setting is arranged.

Teaching practices that ensure high quality teaching include a well-designed curriculum, use of formative assessment and the use of a range of suitable study skills. The Learning Support department supports teachers in being aware of and proactively catering for a pupil's SpLD or disability.

### **i. Teacher training**

Teachers receive regular in-service training (INSET) and have opportunities to attend externally run courses in order to enhance their practice. INSET ensures that teachers are knowledgeable about their responsibilities and equipped to help pupils with SpLD. Teachers who are new to the school and on placement are informed about support through the Induction Programme. Further information about teaching pupils with SpLD is available to teachers electronically and in books kept in the Common room library at the Prep.

### **ii. The Individual Learning Needs list (ILN list)**

Teachers are informed of individuals' additional, specific educational circumstances and requirements via the Individual Learning Needs list and the database. The ILN list contains the names of pupils with SpLD, disabilities, SEN or medical conditions that impact upon learning. The database and ILN list are updated on an ongoing basis and teachers are made aware of relevant learner information and of support strategies for use in the classroom. Learner records show pupils who are working independently in class or if additional support in the form of regular extra lessons or examination access arrangements are in place.

### **iii. Exiting the ILN list**

A pupil's name may be removed from the list if:

- a pupil entered for monitoring purposes makes progress
- assessment shows that no further action is required
- the pupil has made progress and no longer requires extra support
- a special examination arrangement, such as typing, is no longer required
- there is no SpLD that continues to influence learning

### **b. Targeted interventions**

If pupils fail to make adequate progress, despite high quality teaching, the teacher liaises with the tutor and/or SENCo about whether the child may have a learning difficulty or benefit from further support. Any regular support arranged is agreed in consultation with parents. Class teachers remain responsible for working with the child in class. Pupils are encouraged to be proactive towards their learning and ask for help from class teachers when

needed. Through regular review, the effectiveness of support is monitored and decisions taken about any changes needed.

An extensive range of intervention programmes at each school provide flexible support; Appendix 4 and Appendix 5 show some of the many ways in which pupils are supported at the Prep and College respectively.

### **Further school support**

Pupils are encouraged to attend revision clinics arranged by academic departments. Tutors, teachers and Heads of Sections liaise about Academic Support Plans or Satis Cards (College) or Focus Reports (the Prep), which target specific improvements, such as concentration, punctuality or organisation and provide instant lesson-by-lesson feedback. Academic Support Plans are also used in structuring support for a pupil preparing for examinations. Additionally, College offers Supervised Study and Classroom Support (individual work with a teacher outside of lessons).

### **Resources**

Many electronic resources to aid learning and revision are available to pupils.

At the Prep, eligible pupils may be permitted to use a laptop in certain lessons due to their specific learning needs. They are encouraged to develop touch typing skills. Some pupils use a Reading Pen. Eligible College pupils use their laptop computers or tablets for prep and coursework and, if necessary, for classroom-based work. However, the ability to present neatly handwritten work remains necessary and pupils are therefore encouraged to maintain this ability and to develop their expertise in typing. College offers touch typing courses and, for some pupils, help with the use of assistive technology.

Study skills are embedded in teaching and learning. At College, revision clinics are arranged in the lead-up to public examinations and study skills seminars arranged at strategic times. Information on revision and a range of study skills is available to teachers and pupils through the College library.

College pupils are encouraged to use the Ben White Learning Centre, the Chatfeild Roberts Library and subject libraries as suitable working areas during study periods and at other times.

At the Prep there is a programme of Study Skills in Middle and Upper School; with pupils being given advice on how to revise, types of resources to make and also provided with support for planning their revision. Pupils who come to Coach House in Upper School often have Study Skills incorporated into their teaching programmes.

## **The Learning Support department**

### **Entry**

Pupils' academic progress is monitored throughout their time in the school. The Learning Support department provides additional literacy, study skills or organisational support for individuals or small groups. Maths support is available in the Learning Support department at the Prep and Maths clinics are run by subject staff at College. The needs of a pupil with SpLD are reviewed upon entry to the school, through liaison with parents, the pupil's previous school, support history and the information contained in assessment reports, medical reports and school reports. Where support at transfer could be beneficial, this is

discussed with parents and arranged. College pupils with a history of learning support may wish to settle into new routines independently, with appropriate guidance from tutors, House staff and teachers. At all levels, close liaison between the Learning Support staff, teachers and pastoral staff ensures that extra help is offered where necessary, taking into account the levels of support available.

### **Contact with parents and pupils**

Parents of prospective pupils with individual learning needs may visit the Learning Support department when they initially tour the school and meet with department staff. Parents are asked to send copies of relevant documentation to Admissions prior to entry, so support arrangements can be considered and made in advance where desirable. At the Prep, some initial assessments for literacy and numeracy may be offered to assess the level of Learning Support or EAL required in order to advise whether the level of support required can be provided. The Prep and College liaise closely at transfer. Parents are invited to remain in contact with the respective Learning Support departments and to make contact at any time if they have concerns or queries. Learning Support teachers attend Parents' Meetings at College. Throughout their time in College, pupils are encouraged to discuss academic matters with their tutors and they are also welcome to contact Learning Support staff if they feel that they need extra support.

### **Learning Support staff**

Both schools' Learning Support Departments are staffed by a SENCo and two Learning Support teachers, all of whom hold suitable specialist qualifications. At College, a Learning Mentor is available during the afternoon and evening to help pupils with skills such as essay planning, organisation, homework and study skills. Some general in class support is provided by Learning Support Workers in Year 3 and 4, and attached to the English and Maths Departments at The Prep.

### **Extra lessons in the Learning Support department**

Where a pupil may benefit from regular weekly extra lessons with a specialist teacher, parents are contacted. At the Prep, if parents accept the offer of regular support, pupils are withdrawn from certain non-academic subjects for the support lessons. At College, lessons are usually arranged at a suitable time to avoid curriculum lessons being missed. Support arrangements are reviewed on a termly basis and lessons stop when they are no longer needed. Parents are invited to contribute to decisions about when lessons should stop.

### **Identification of SpLD**

The Learning Support department helps to identify pupils who may have skills deficits and/or a SpLD. Screening is undertaken as required at the Prep and in Year 9, Year 12 and by entrants to Year 10 at College. Where screening test scores are below the average range, further assessment by one of the specialist teachers or by an EP with links to the school may take place, to help inform support needs. Where an EP assessment takes place, parents or guardians deal directly with them regarding the professional fee. Parents, pupils, teachers, tutors and Housemasters and Housemistresses receive relevant feedback about assessment results and suggested interventions when the assessment report is received. By sharing information with the school, parents agree that information can be shared with staff where required to support learning needs and academic progress.

Teachers also help with identification of pupils who may have a SpLD by contacting a pupil's tutor and Learning Support teachers if they have concerns.

Specialist assessment may be advised if vision, hearing, or other physical, behavioural or cognitive aspects appear to be affecting a pupil's learning.

Appendices 9 and 10 contain flowcharts depicting learning support provision and identification of specific learning difficulties.

### **Making special examination access arrangements**

If a pupil has a SpLD or disability that impacts significantly upon their pace of work, consideration is given to whether they meet the eligibility criteria for special examination access arrangements, as laid down by JCQ. If the eligibility criteria are met **and** teachers confirm that a pupil's SpLD impacts upon learning and pace of work in lessons, required documentation is held on record for inspection.

The College SENCo works closely with the Examinations Manager and others to ensure that appropriate special examination arrangements are made. Eligibility for exam access arrangements for GCSE and A-Level examinations is based on assessments done from Year 9 onwards. Re-assessment takes place in Year 12. The eligibility criteria are updated annually by JCQ.

Previously established concessions do not automatically continue; ongoing and current evidence of need must be re-established through re-assessment and teachers' observations of the continuing impact of SpLD upon learning and a pupil's normal way of working. The SENCo liaises with teachers about the current nature and impact of a SpLD or disability upon learning to determine the nature and level of adjustments that can reasonably be made. Parents are invited to discuss special examinations access arrangements with the SENCo.

### **The Prep: tests and examinations**

Class tests normally occur within normal lesson times without exam access arrangements. Eligible pupils have access arrangements in place for the Summer Term exams, where applicable, for Years 5-7 and for the Common Entrance exams in Year 8. Any pupils sitting the ISEB 11+ Pre-Test may, with negotiation with the senior school of choice, have additional time awarded in line with exam access arrangements.

### **College: Tests and Examinations - Third Form**

In conjunction with the results of assessments done in the Learning Support department, the class tests taken in November help to determine whether or not previously established examination arrangements such as extra time are still needed. Class tests usually occur within normal lesson times and are written in normal time. Test feedback recognises pupils with a SpLD who have previously had special examination arrangements.

In the summer examinations, a Third Form pupil may be eligible for special examination arrangements if:

- there is current documented evidence of a specific learning difficulty or disability **and**
- teachers' observations of performance in lessons and class tests confirm the need for special examination arrangements.

### **Fourth Form, Fifth Form and Upper College**

Wherever possible, eligible pupils in the Fourth, Fifth Form and Upper College have special examination arrangements in class tests. Eligible pupils have special examination access arrangements in College examinations.

## **Transfer of information**

Arrangements are in place to ensure for the smooth transfer of documents and information to the next phase of education. SENCoS liaise with their counterparts at receiving schools and transfer relevant document to future schools, with parental permission. If a Sixth Form student wishes to forward their personal documentation to a university, they must request in writing that a copy be sent to their own address, for forwarding as they choose.

## **Disapplication and modification**

Every learner should have access to a full complement of academic subjects, but consideration may be given to a reduction in the number of subjects taken, particularly where a pupil has medical or health care needs. Any reduction must be approved by the Deputy Head Academic (DHA). In exceptional circumstances, some curriculum and related assessment arrangements can be modified or disapplied. In the Prep, some pupils follow a non-Latin option, which in Upper School allows for extra English, Maths and Science lessons instead. Disapplication or modification is only agreed after consultation with parents that includes agreement about alternative provision.

## **Section 3: Early Years and Foundation Stage Provision**

There is an emphasis on quality teaching and the class teacher, not only the Pre-Prep/EYFS SENCo, is responsible for supporting all pupils. The 2 year check should give an informative start point. Behaviour is not a learning difficulty issue, the 3 prime areas are:

- Physical development
- Communication and language
- Personal, social and emotional development

These are strengthened and applied in the areas of the early years goals. The expectation is that Early Years practitioners will have a basic knowledge of SEN and be able to plan activities to help the child to overcome gaps or delays in learning. Where the gap does not close, the question needs to be asked about possible learning difficulties and further investigation undertaken.

The process of graduated response is Assess, Plan, Do, Review.

### **Phase one:**

The EYFS profiles are used to inform parents that a child is not making expected rates of development. The teacher plans high quality activities to target areas of weakness. Regular assessment identifies if a child is still not making expected rates of progress. The teacher and SENCo gather evidence and assess informally, involving parents where possible. A Pre-Prep/EYFS Record of Concern may be raised to allow further investigation and assessment. Extra activities and/or interventions are put in place. The impact of intervention is reviewed and the programme repeated or support moves to an Early Years Support Plan.

### **Phase two: Early Years Support Plan**

#### **Assess**

Analyse child's needs

Gather teacher's view, experience of child, progress, behaviour, attendance, views of parents.

SENCo assessments

External professional advice sought

#### **Plan**

Agree SMART targets

Identify interventions and support in liaison with SENCo



Inform all relevant staff  
Share outcomes and targets for improvement

### **Do**

Early years practitioner works with the child on a daily basis  
Teacher takes responsibility for group interventions away from the class (with advice/support from the SENCo)  
Early years practitioner is involved in planning and assessing intervention with SENCo  
SENCo supports the Early Years practitioner

### **Review**

Review plan on a termly basis with teacher and SENCo and then with parents.  
Interventions should initially be planned for at least half a term  
Revise the support in the light of child's progress  
Plan changes to support and revise outcomes/new targets – agreed with parents and child

### **Transition to Year 1**

This is an important stage and it is important that the information available is passed between the appropriate staff. The SENCo for EYFS is also the SENCo for Pre-Prep and is responsible for the transference of relevant information and history.

### **Section 4: Specialist, additional or different provision – EHCP or EHCP request**

The significance of the level of learning challenge a pupil with SEN may be experiencing may emerge over time. Where a very significant and long-term need becomes apparent, it may become desirable to request an EHCP, where support is required that is additional to or different from the support generally available in the school, as described in sections 2 and 3 above. Where an EHCP is requested, the views of parents and pupils with SEN are taken into consideration.

A pupil may enter the school with identified SEN, but SEN may also be identified through the school assessment practice and may relate to:

- Communication and interaction – for example, pupils with autism spectrum condition may have difficulties with social interaction, language, communication and imagination, which may impact on how they relate to others
- Cognition and learning – for example dyslexia, dyspraxia and dyscalculia
- Social, emotional and mental health difficulties – this area encompasses a wide range of difficulties, for example clinical depression, ADHD
- Sensory and/or physical needs – for example visual or hearing impairment

The SEND Code of Practice of 2015 provides guidance (some statutory) for organisations that work with and support children and young people with SEN and disabilities. The school is aware of and tries to implement practice in accordance with the SEND Code of Practice, and follows guidance given with regard to EHCPs, and pupils in Early Years Foundation Stage (EYFS) due to Nursery funding. The Local Authority (LA) has published a Local Offer to show what support is available. It is responsible for setting up and monitoring EHCPs from 0-25 years of age. Gloucestershire County Council's Local Offer is available at <https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

### **Definition of SEN**

A child or young person has SEN if he/she has a learning difficulty or a disability which means that they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age in schools within the area of the local authority; or
- are under five years old and would be likely to have such difficulties.

Special educational provision is educational training or provision that is additional to or different from that which is generally available to others of the same age.

It is important to be aware that a pupil with a SpLD, medical diagnosis, sensory impairment or disability does not necessarily have SEN status; in most instances, the needs of such pupils can be met through the general support and resources available in school. Similarly, not all pupils who have a learning difficulty or SEN are disabled.

### **Education Health Care Plan (EHCP) or EHCP request**

If a child fails to make the expected level of progress despite support for their learning, additional measures may be required. If an EHCP does not already exist, then in consultation with parents, referral to external specialists can be made or consideration given to requesting a statutory assessment of EHC needs by the Local Authority (LA). If the school refers a child for an EHCP assessment, the LA is given a record of the school's work with the child, including the arrangements that have already been made. An EHCP may detail LA-funded interventions such as speech and language therapy or a carer. EHCP objectives are reviewed annually. The SENCo liaises regularly with any personal assistant or learning support worker involved in provision.

In the Prep, Pupil Passports are available to staff for pupils with an Educational Health Care Plan (EHCP) or a high level of need, to highlight how they can be best supported in the classroom. This document is completed with the pupil to identify what the pupil finds difficult in class, what can help them and a note of any exam access arrangements and supports their access to the curriculum.

Any additional services that are needed to meet the requirements of the EHCP may need to be charged, either directly to the parents, or to the LA if the LA is responsible for the fees and the School is named in Part 4 of the statement. This is subject to the School's obligations under the Equality Act 2010.

## **Section 5: Roles and Responsibilities**

### **Responsibilities of teachers**

Teachers are responsible for the progress and development of the pupils in their class and for maintaining high academic expectations. Through Quality First teaching, they are expected to use varied and suitable teaching and learning approaches to support pupils with SpLD and disabilities, to help to identify pupils with SpLD and help determine suitable examination access arrangements. In delivering excellent targeted Quality First teaching, teachers:

- maintain the highest possible expectations, setting suitable challenges
- build on what the pupil knows, understands and can do
- adapt teaching to ensure that the pupil is fully involved in learning
- use specific strategies suggested by the SENCo to support the pupil's learning, liaising with the SENCo as needed
- check gaps in understanding and providing extra support

### **Responsibilities of Heads of Department (HoDs) and Heads of Section**

HoDs ensure that schemes of work enable the curriculum to be covered fully and within appropriate time-scales, so that sufficient time is available for consolidation and revision. At the start of the year, HoDs ensure that members of their department have accessed the ISAMs records of pupils with individual learning needs and have made a note of class support strategies. They also ensure that regular opportunities are provided for discussion about pupils causing concern, track academic progress and ensure that regular clinics are available. The SENCos are members of the HoD teams.

Heads of Section monitor progress across subjects and may also help tutors to implement additional support strategies for individuals, such as a Pastoral Support Plan or Academic Support Plan.

### **Responsibilities of the SENCos:**

- Managing staff, teaching and resources in the Learning Support department
- Attending HoDs meetings and liaising with the Deputy Head Academic, SLT and the SEN Governor
- Maintaining the ILN list, creating Individual Learning Plans, circulating support information and liaising with colleagues about class support
- Contributing to the study skills programme
- Meeting with and reporting progress to parents or guardians
- Identifying pupils who may have a SpLD or those who may benefit from additional support, and arranging for EP or other specialist assessments as needed
- Monitoring academic progress of pupils with SpLD
- Evaluating provision of support across the school and arranging relevant INSET
- Assessing pupils to determine eligibility for access arrangements, gathering evidence of need from teachers and ensuring appropriate exam arrangements are in place
- Liaising with other schools to ensure continuity of support at transfer
- Maintaining continuing professional development activities and keeping up to date with relevant legal and national directives
- Having input into and implementing the Three Year Access Plan

### **Responsibilities of Senior Leadership Team (SLT) and Governors**

The SLT is responsible to Governors for all matters relating to SEN provision. At the Prep, the Deputy Head Academic represents the SENCo at SLT and the Deputy Head Pastoral is responsible for matters relating to wellbeing. At College the Deputy Head Learning and Wellbeing presents Learning Support matters at SLT.

## **Section 6: Management and review**

### **Evaluating the effectiveness of learning support**

The effectiveness of teaching and learning is evaluated through structures such as the HoDs meetings, work scrutinies, lesson observations and teachers' professional development reviews. HoDs, Heads of Section and tutors track academic progress and SENCos monitor the progress of pupils on the ILN list.

The SENCos may observe lessons with a specific focus on the teaching strategies and adjustments made to support the needs of different groups of learners. Follow-up discussions focus upon specific in-class interventions that could be beneficial.

Pupil, parent and teacher feedback and reports help to identify targeted skills for Learning Support lessons or discontinuation of these lessons.

### **Tracking pupil progress**

An overview of progress is maintained by the Deputy Heads Academic and Heads of Section. Regular meetings are held between relevant parties to discuss specific concerns with a pupil's progress. Parent Meetings also provide an opportunity for staff to discuss a child's progress with their parents. Learning Support staff contact and meet parents as required.

### **Links with other professionals**

The school works on a regular basis with independent EPs, Speech and Language Therapists and Occupational Therapists. Inter-agency co-operation is in place to ensure provision meets the needs of the children with disabilities. Links are made with external agencies as appropriate, including the LA, other schools and Health and Social Services.

Members of the department engage in continuing professional development activities and attend meetings where matters of professional interest and national directives are discussed and good practice is shared. The schools hold membership of PATOSS, the Professional Association of Teachers of Students with Specific Learning Difficulties. The College SENCo attends the Rugby Group SENCo meeting; the Prep has good links with the National Handwriting Association and is a member of NASEN, the National Association for Special Educational needs.

### **Storing and managing information**

Information on the Coach House Tracker and the database is reviewed termly and updated where necessary. Standardised scores for literacy skills tests are available to teachers.

The SENCos ensure that all appropriate records are kept and available when needed. Parental consent is sought for copies made of confidential documents such as EP reports, which are stored securely in the Learning Support department and are usually disposed of once the individual reaches 25 years of age. Health Records are maintained by the Health Centre in consultation with parents. Class teachers record ongoing achievements and observations and maintain individual records and portfolios. The SENCos maintain records and archive them appropriately in liaison with Archives staff.

### **Reviewing the policy**

The Learning Support policy has been devised by the SENCos and Deputy Head Learning and Wellbeing, in consultation with the DHAs. It is reviewed annually.

### **Dealing with complaints**

Any issues regarding the provision of Learning Support should be referred to the relevant SENCo. If the matter needs to be taken further, it should be referred to the DHA (Prep) or the Deputy Head Learning and Wellbeing (College). Any unresolved issue would be addressed by the Head and, ultimately, by the Governors.

## Appendices

### Appendix 1: Names of those with specific responsibilities

Designated Safeguarding Lead and Looked After Children Lead:

Prep: Noll Jenkins DSL

College: Anna Cutts DSL

Governor with responsibility for SEN: Daina Kelly

Designated person overseeing the management of medical needs: Dr Jim Ropner and Health Centre staff

Senior Management Team representative:

**Prep:** Rachel Hamlyn, Deputy Head Academic:

[r.hamlyn@cheltenhamcollege.org](mailto:r.hamlyn@cheltenhamcollege.org)

**College:** Mary Plint, Deputy Head Learning and Wellbeing [m.plint@cheltenhamcollege.org](mailto:m.plint@cheltenhamcollege.org)

Heads of Learning Support department:

**Prep:** Christina Conner Head of Learning Support / SENCo: [c.conner@cheltenhamcollege.org](mailto:c.conner@cheltenhamcollege.org)

**Pre-Prep/EYFS:** Claire Baker, Kf SENCo / Deputy Head Pastoral:

[c.baker@cheltenhamcollege.org](mailto:c.baker@cheltenhamcollege.org)

**College:** Head of Learning Support: Suzanne Marquis: [s.marquis@cheltenhamcollege.org](mailto:s.marquis@cheltenhamcollege.org)

### Appendix 2: Support responsibility flowchart

#### Governors

Responsible for SEN.

#### Senior Leadership

Deputy Head (Academic) responsible for matters relating to learning support, disabilities and SEN at Senior Leadership level, Education Committee and Council.

#### Middle Managers

SENCo responsible for liaising with teachers, HODs, Heads of Section, Deputy Head Academic. Heads of Section track progress with tutors. HODs implement teaching and learning policy.

#### Heads of Department

Responsible for professional standards, schemes of work, monitoring progress and department initiatives e.g. revision clinics. Boarding Housemaster/Housemistress is responsible for prep supervision of Boarders.

#### Teachers & Tutors

Responsible for supporting all pupils in class, including those with a SpLD, disability or SEN. Tutors support pastorally and monitor progress.

### Appendix 3: schedule of charges

#### **Schedule of charges for Learning Support/EAL lessons, per term, Prep**

<b>Level 1</b>	1 weekly group lesson	£265
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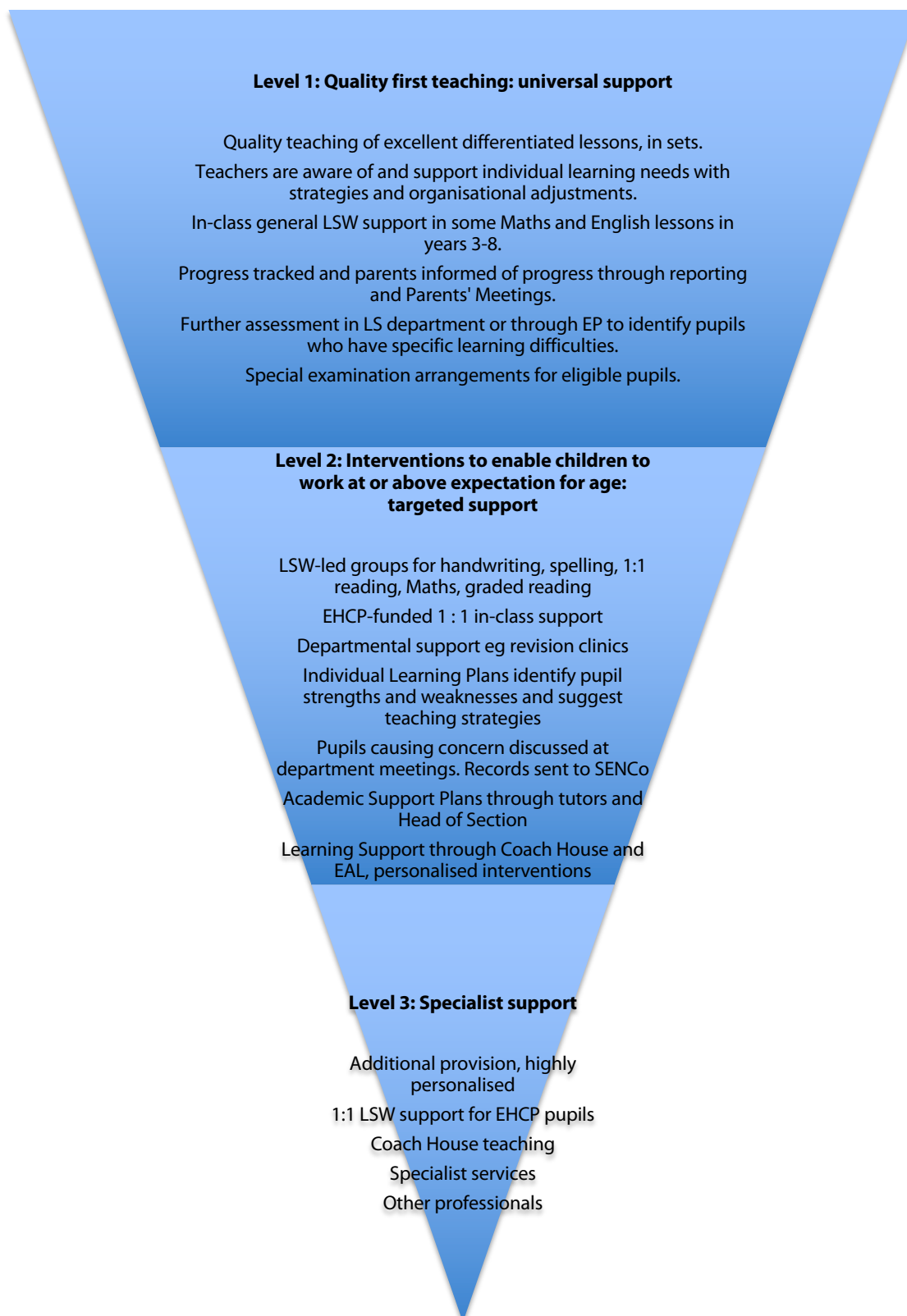
<b>Level 2</b>	1 weekly individual lesson	£390
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#### **Schedule of charges for Learning Support lessons, per term, College**

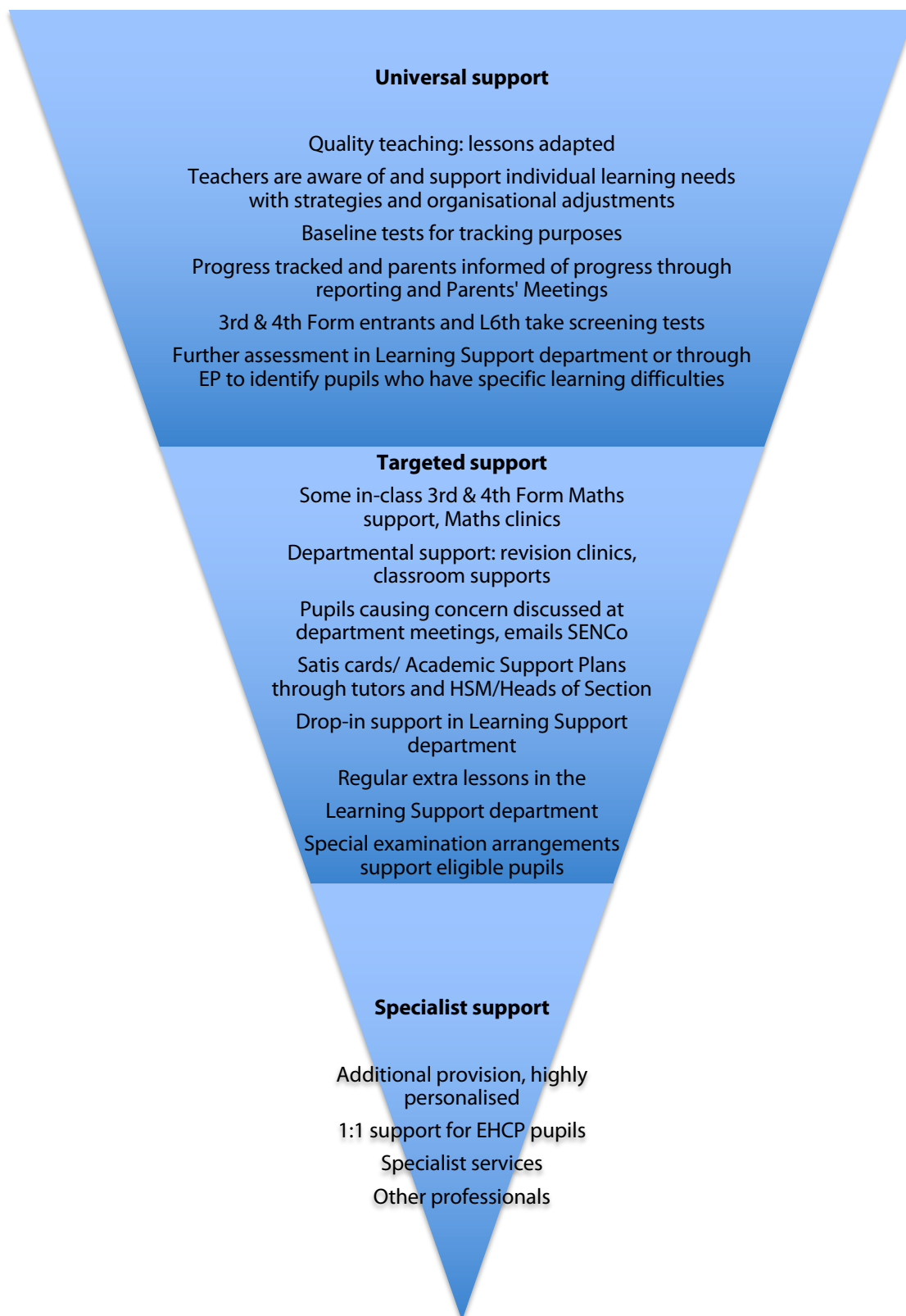
<b>Level 1</b>	1 weekly group lesson	£265
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<b>Level 2</b>	1 weekly individual lesson	£490
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## Appendix 4: Graduated support for learning at The Prep

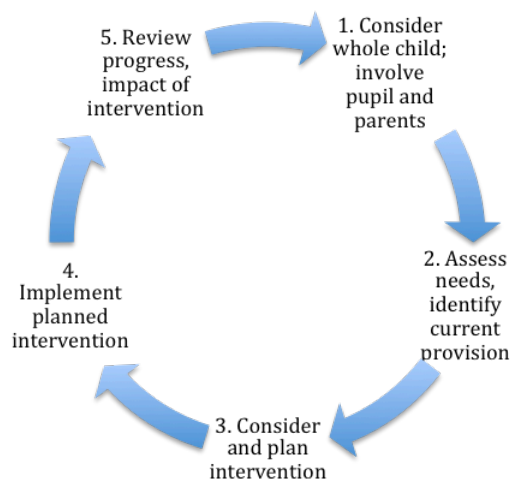


## Appendix 5: Graduated support for learning at College

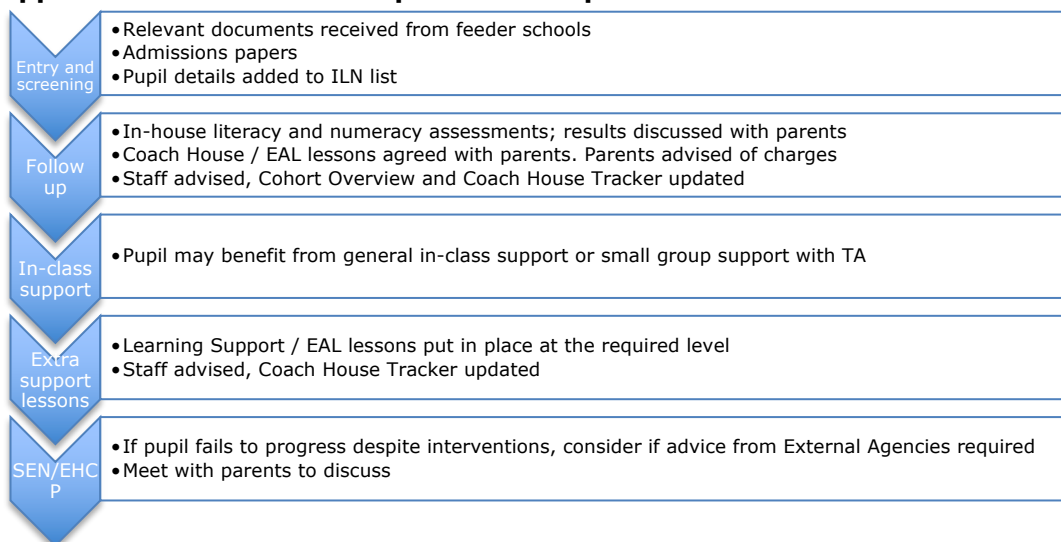




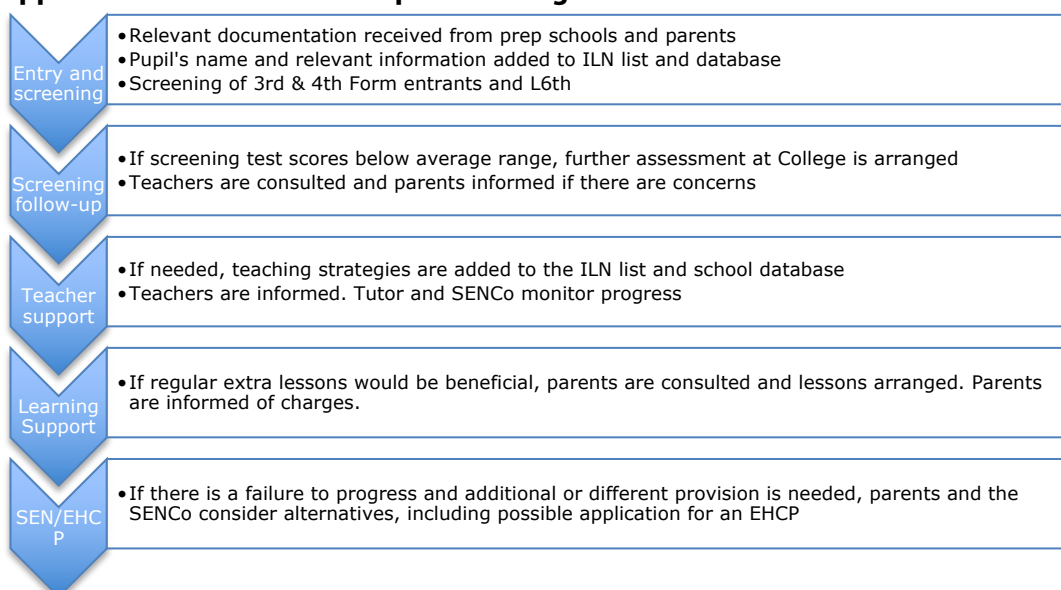
## Appendix 6: Provision mapping: Assess, plan, do, review cycle



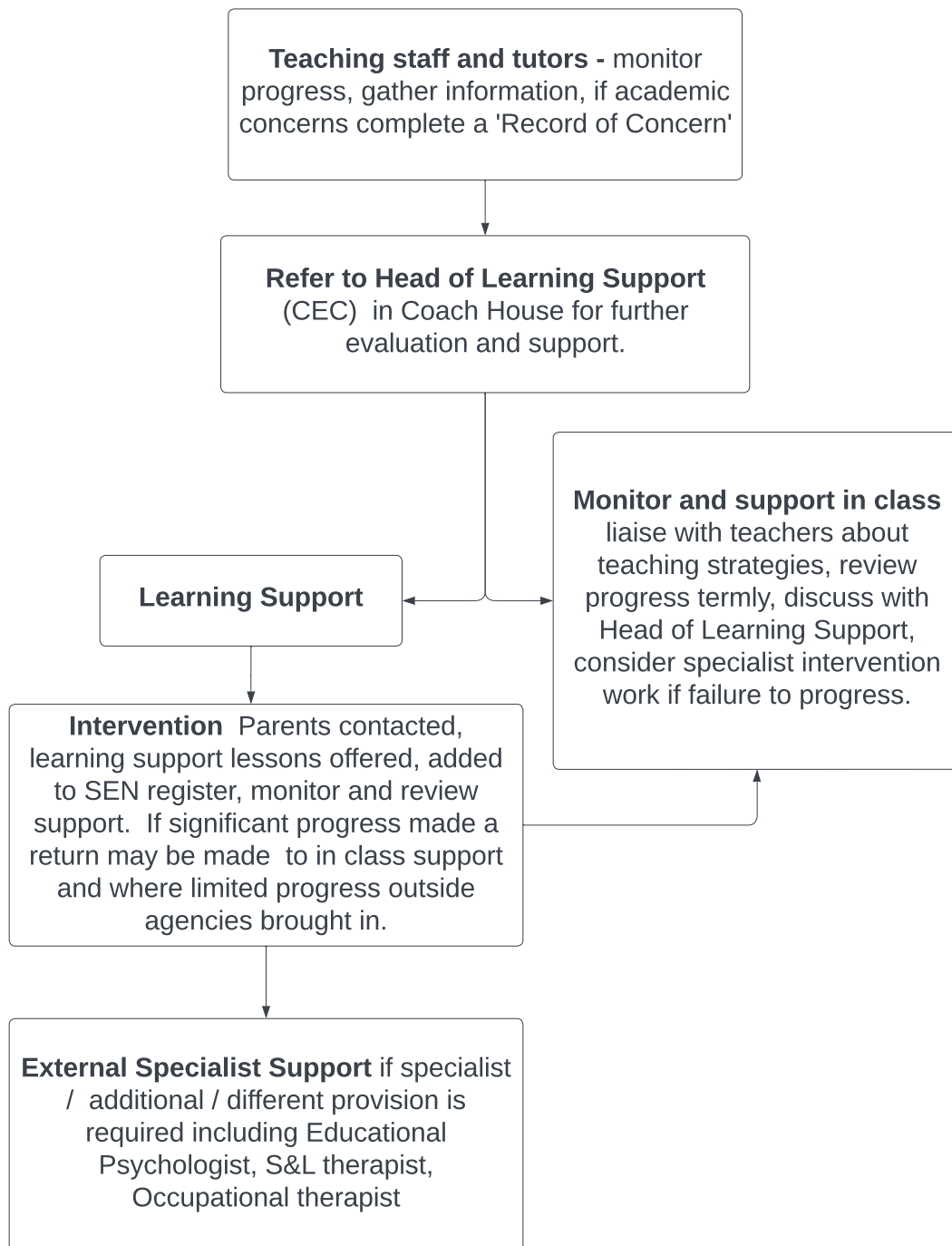
## Appendix 7: Identification of SpLD at The Prep



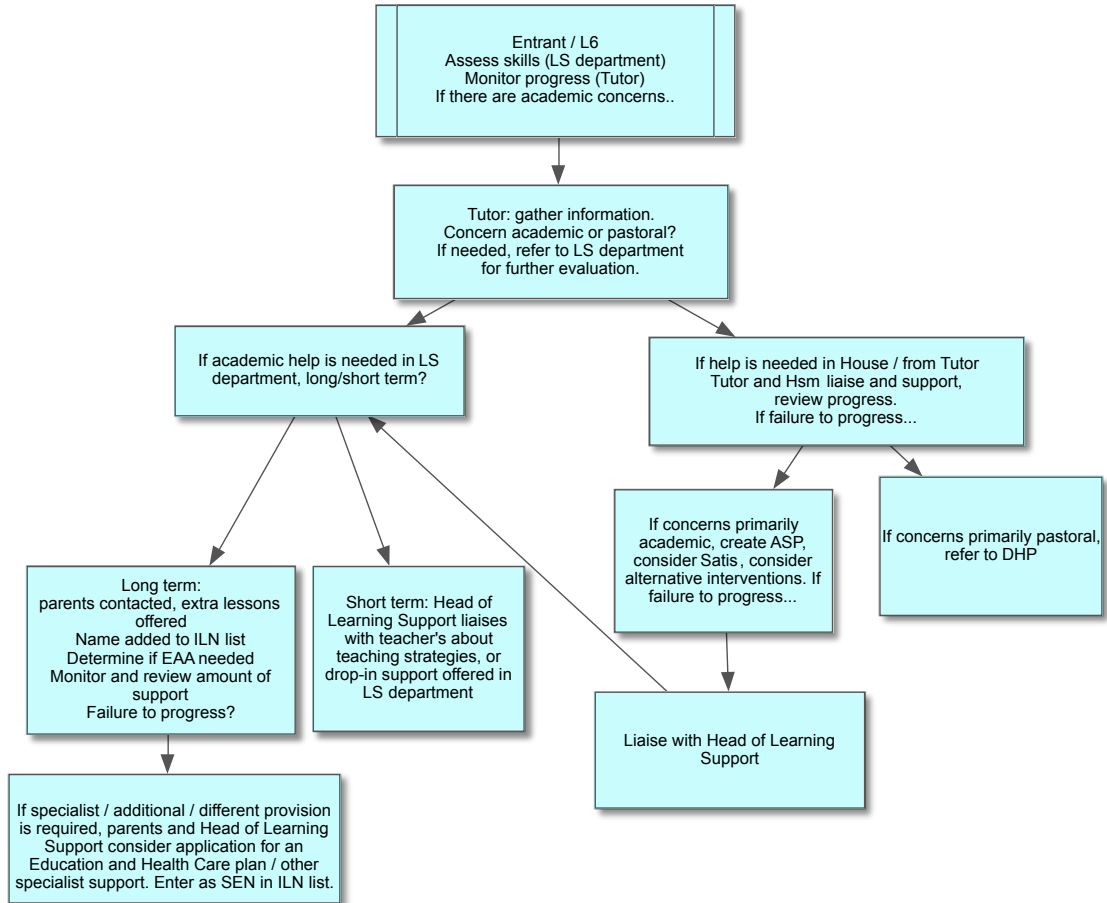
## Appendix 8: Identification of SpLD at College



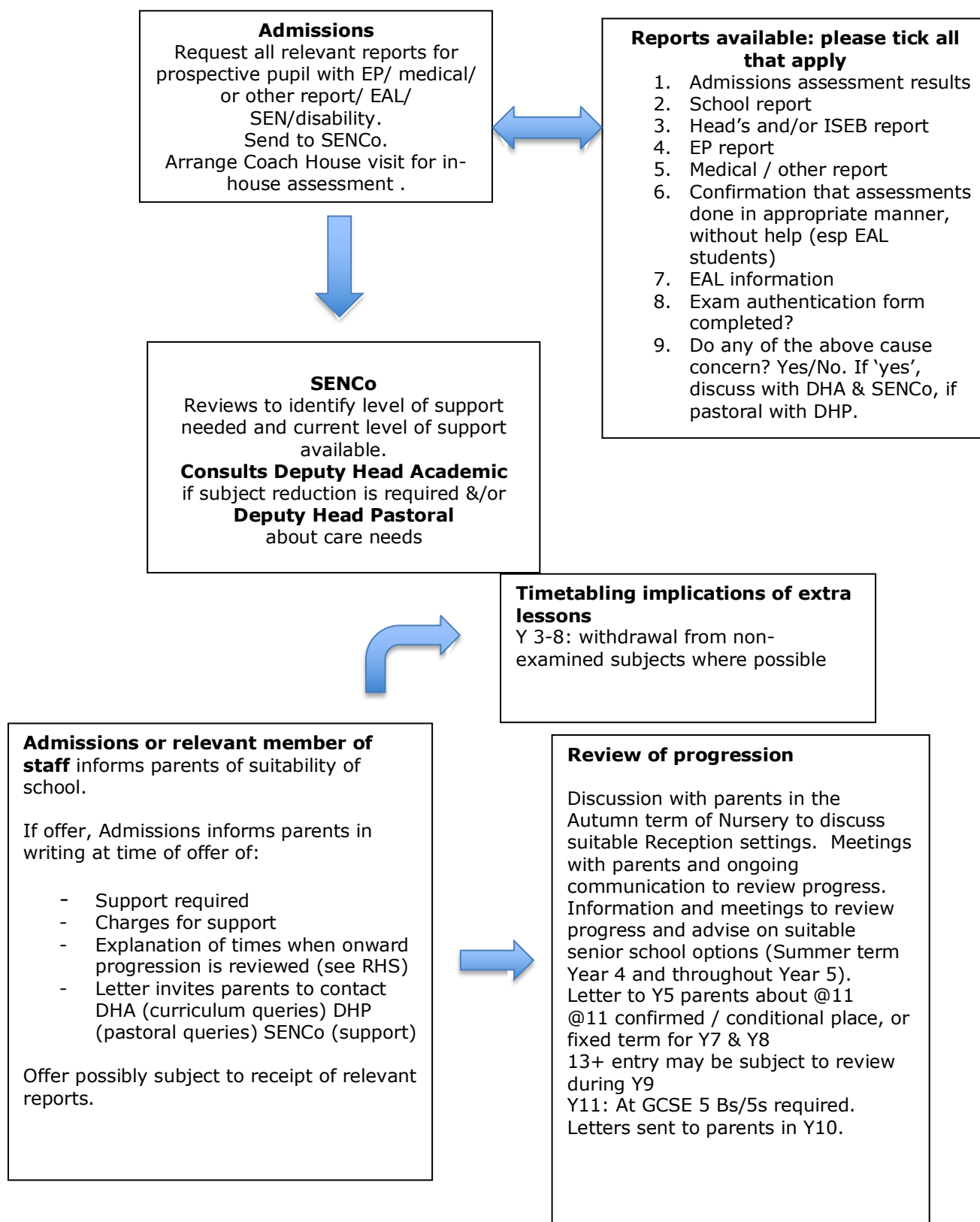
## Appendix 9: Process flowchart, Prep



## Appendix 10: Process flowchart, College



## Appendix 11: Prep Admissions flowchart (for consideration of reasonable adjustments)



## Appendix 12: College Admissions flowchart to consider suitability of College

