



## SEND / LEARNING SUPPORT POLICY

Date policy reviewed: 13 March 2020

Date of next review: 13 March 2022

Persons responsible for review SLT (VE)

### 1 COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 2014 (SEND Code 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 2014 (SEND Code 2015)
- *ISI Regulations (Part 1 – Section on ‘Special Educational Needs’ and para E73-E74)*

*Providers who are funded by the local authority to deliver early education places are obliged to have regard to the SEND Code 2015.*

*The following requirements have been included within the policy:*

- *The setting should plan for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.*
- *They should have a clear approach to identifying and responding to SEN*
- *In addition to the two specific points in the EYFS for formal assessment, there should be monitoring and review of progress throughout the early years.*
- *Where a child appears to be behind expected levels, a methodology is outlined in the SEND Code 2015 for gathering information and seeking ‘Early Help’ (Ref Working Together), if appropriate. The cycle of action: assess/plan/do/review, should be used to create a graduated response to needs.*
- *Guidelines are given for seeking external help of specialists or requesting an EHC assessment.*
- *Decisions to involve external specialists should be taken in discussion with parents and parents should be informed if their child is receiving SEN support.*

The policy was created by the SENCO, Learning Support Manager, LS/SEND Governor, Head in liaison with the SLT and all staff. This policy is co-produced with due regard to the SEND Code of Practice 0-25 2014 (SEND Code 2015).

### 2 INTRODUCTION

The Manor Preparatory School is committed to providing an inclusive curriculum and appropriate high quality education to all our pupils. The curriculum provided is broad and balanced. The school is broadly non-selective, and committed to a policy of

inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children, including those with special educational needs, are paramount.

This SEND/LS (Special Educational Needs and Disabilities/Learning Support) Policy is an integral part of the school's Curriculum Policy and is relevant to all aspects of the school development plan. It describes the way we meet the needs of children who experience barriers to their learning development, and the needs of those children who may need help which is '**additional to or different from**' that which is provided for other children of the same age. In order for the curriculum to be accessible to all children, teachers work closely with the SEND/LS department.

The school is required to ensure that The Equality Act 2010, the SEND Code 2015 and the Children and Families Act 2014, are implemented effectively across the School.

***Every teacher is a teacher of every child or young person including those with SEN. (SEN Code of Practice 2015)***

### **3 AIMS AND OBJECTIVES (LS/SEND)**

The school strives towards these objectives, in line with the SEND Code 2015:

- To enable all children to have full access to all elements of a broad, balanced and relevant education and extra-curricular activities
- To educate pupils with SEND alongside their peers within the normal curriculum
- To provide quality first teaching that is differentiated, inclusive and personalised appropriately so that barriers to learning can be removed and pupils can reach their full potential, experience success and enhance their self-esteem in an environment which accepts and values them as individuals
- To offer educational provision that is additional and different where needed, either classroom based or through individual or small group tuition, deploying staff and resources flexibly to meet identified needs
- To ensure that each child receives equal opportunities (see Equal Opportunities Policy)
- To encourage high ambitions and set stretching targets, tracking and reviewing children's progress towards these goals
- To ensure that pupils and their parents have a voice in this process and are involved in decision-making regarding the pupil's education, including target setting and reviewing
- To monitor the pupils' needs and review progress using best practice and evidence-based material, provided by classroom teachers and the SEND/Learning Support department
- To ensure early identification of needs and early intervention to support them
- To promote positive outcomes in the wider areas of personal and social development
- To make clear the expectations of all partners in the process – SENCO, staff, parents and pupils: the continued progress of pupils with SEND is the responsibility of all staff
- Where appropriate, to work in close liaison with the local authority, to improve outcomes for children with SEN or disabilities, and develop EHC (Education, Health and Care) plans for pupils where necessary (SEND Code 2015)



- To ensure that all staff have access to training and advice to support quality first teaching and learning for all pupils
- To work closely with the Governing body to enable them to fulfil their monitoring role with regard to the Policy Statement for LS/SEND

#### 4 DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The Special Educational Needs and Disabilities (SEND) Code of Practice: 0-25 years 2014 (SEND Code 2015) stated the following definition of Special Educational Needs:

*‘Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:-*

- *Have a significantly greater difficulty in learning than the majority of others of the same age, and/or*
- *Have 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 or mainstream post-16 institutions.*

A child under compulsory school age has SEN if they fall within the definition above or would do so if the special education provision was not made for them. (Section 20: Children and Families Act 2014)

#### 5 DEFINITION OF SPECIAL EDUCATIONAL PROVISION & DISABILITY

##### Special Educational Provision

For children of two or over, educational provision which is **additional to**, or otherwise **different from**, the educational provision made generally for children of the same age in schools maintained by the LEA other than special schools in the area.

##### Disability

A disability under the Equality Act 2010 is a ‘physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities’. This includes sensory impairments, such as those affecting speech, sight or hearing; developmental, such as autism spectrum disorders (ASD); dyslexia, dyspraxia and dyscalculia; memory; ADHD, mental health conditions; asthma; diabetes, epilepsy, cancer.

The Equality Act 2014 states that it is unlawful for responsible bodies to treat a disabled person less favourably than a non-disabled person for a reason that relates to the person’s disability.

Reasonable adjustments could include:

- Changes to policy and practices
- Changes to course requirements
- Changes to the physical features of a building
- Delivery of courses in alternative ways
- Provision of material in other formats



- Provision of auxiliary aids and services
- Easy access to laptop/chromebook

There is a significant overlap between children with SEN and those with disabilities. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

## 6 FOUR AREAS OF LEARNING

The single SEND Category refers to those children who require specialist provision that is 'additional to and different from' their peers (SEND COP: 2015), across four broad areas. Children may have needs that cut across all these areas and their needs may change over time.

The four areas are:

- **Communication and interaction**
- **Cognition and learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical Needs**

## 7 LEARNING DIFFICULTIES CATEGORISED AS ADDITIONAL NEEDS

The following are not SEN but may impact upon progress and attainment. These needs may be 'additional needs' as distinct from SEN.

- **Disability** ( the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- **English as an additional language:**  
Children must not be regarded as having SEN or a learning difficulty solely because the language of their home is different from the language in which they will be taught. In Early Years it is particularly important to look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. *(Please see The Manor Preparatory School's EAL Policy)*

## 8 IDENTIFICATION, ASSESSMENT AND REVIEW OF PUPILS' NEEDS

### Admissions

The Manor Preparatory School welcomes children of all abilities who wish to make the most of the opportunities offered. Treating every child as an individual is important to us and we welcome pupils with learning difficulties and disabilities, provided that we can give them the support they require. We do not have the facilities or personnel to provide highly specialised and intensive treatments. *(Please refer to The Manor's Admissions Policy and Disability Policy)*

Prior to entry to The Manor, parents are asked to send the school report/2yr old check/Learning Journey and reports from professionals, if appropriate (eg Educational Psychologists' reports, Speech and Language assessments etc.)

## **Visit and play session**

Parents of Pre-Nursery and Nursery children are required to come for at least one visit with their child who will attend a play session before a formal offer is made. This is to ensure that the child has the ability and potential to benefit fully from what the school offers.

## **Reception**

For Reception applicants for the forthcoming academic year, parents are required to leave their child with us for an hour's visit. We observe their social interaction and their language, numeracy and concentration skills within the play session to ensure that the child has the ability and potential to benefit fully from what the school offers.

## **Years 1-6**

In all cases there will be an informal assessment/visit day to explore the applicant's interests, attitude to school, personal qualities and ability to contribute to the School community. In some cases, applicants will be asked to visit the school for a second visit day.

## **9 IDENTIFICATION**

### **STEP 1 - DIFFERENTIATION**

It is the aim of The Manor to identify a pupil's special needs early. However, not all children making slow progress have special educational needs. The first step in responding to pupils who have or may have SEN is high quality teaching, differentiated for individual pupils. Slow progress needs to be addressed by careful differentiation and robust monitoring. Appropriate intervention prevents the difficulties becoming more complex and addresses low self-esteem. The Learning Support team advise on teaching strategies that can be utilised for the children to this effect. This differentiation allows most pupils to achieve their potential without additional support. Furthermore, in line with the recommendations of the SEND Code 2015, we adopt a 'whole school' approach to Specific Learning Difficulties (SpLD).

The school has a system whereby any member of staff can raise a concern/issue with the class teacher, SENCO or Head, about a child with a potential SEN or barrier to learning. The class teacher fills out a Record of Intervention Form. This displays the type of difficulty and the differentiation that has been tried.

### **STEP 2 - DISCUSSION/ MONITORING**

#### **Early Years Foundation Stage (EYFS)**

In the EYFS children are monitored carefully according to the principles of the EYFS:

- Every child is a unique child, who is constantly learning and can be resilient, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments

- Children develop and learn in different ways and at different rates.

Staff meet every week to discuss the needs of all children. If staff have particular concerns about a child's development they discuss these with the Head of Early Years who liaises with the school SENCO using the OCCSEN guidance 'Identifying and Supporting SEN-Oxfordshire Schools and Settings'.

In Pre-Nursery, staff can use the 2-year-old check to identify a particular need. If appropriate, in consultation with parents, outside agencies may be contacted. These agencies may include Speech and Language, Occupational Therapy or the Early Years Special Educational Needs Inclusion Team.

Staff meet weekly to discuss the needs of all children.

### **Years 1 and 2**

Staff meet weekly to discuss any particular learning support or SEN needs. If a class teacher has a concern, they will consider their observations, scores in internal assessments, results in The Manor phonics assessment and standardised assessments such as the PIRA reading assessment. Standardised assessment data is held on the 'M' drive in individual folders. National Curriculum level data is held on Target Tracker.

### **Years 3 – 6**

Staff meet weekly to discuss any SEN or learning support concerns. A member of the SEN/Learning support team attends this meeting.

## **STEP 3 - RECORD OF INTERVENTION**

In identifying a child as needing support, the class teacher, working with the SENCO, will carry out an analysis of the pupil's needs and will complete a Record of Intervention. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, reference to the whole school's target tracking and analysis of data, as well as information from the school's core approach to pupil progress, attainment, and behaviour. The analysis will also draw on other subject teachers' assessments where relevant, the pupil's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views, and if relevant, advice from external support services.

## **STEP 4 - SPECIALIST INTERVENTION**

If it is felt appropriate, the SENCO will carry out a variety of standardised assessments covering areas such as processing, working memory, literacy skills. These assessments are collated in a Learning Support/SEND portfolio. The findings are set alongside the other information previously gathered.

In Year 3, all pupils complete a Dyslexia and Dyscalculia screener. If there are any children that are raised through these screeners, the Class Teacher and SENCO will closely monitor their progress. If appropriate, the SENCO will carry out a full Learning Support assessment using individual standardised tests.

Parents will have been involved throughout the identification process but a formal meeting will be put in place for the discussion of any assessment findings. If appropriate, in consultation with parents and the pupil, support may be put in place and a date made for a review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, and support provided and any teaching strategies or approaches that are required. This information is put in the Learning Support Team Drive (All Staff) on G-Suite. A copy is sent to the parents.

All teachers are fully committed to learning support and SEND and to developing their knowledge of SEND issues and to use and share best practice. It is the responsibility of all teachers to ensure that they are fully aware of the School's procedures for identification.

## 10 LEARNING SUPPORT/SEND CATEGORIES

<b>Additional Need (Speech &amp; Lang)</b>	<b>Booster sessions</b>	<b>LS Tier (1)</b>	<b>LS/SEN (Tier 2)</b>	<b>SEN/D Tier 3 -</b>
<b>Speech and Language unless noted</b>	<b>Boost - No specific SEN LS individual lessons taking place</b>	<b>LS No Learning Areas below national average Learning Support Lessons in place/may have specific diagnosis</b>	<b>SEN Learning profile with specific areas below 85ss - Access / Arrangements / specific diagnosis</b>	<b>SEN/D External Diagnosis of a specific Learning/sensory/emotional Difference - alternative curriculum/sig support Support in class to access</b>

## 11 PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Where a pupil is identified as requiring learning support, the school takes action to remove barriers to learning and/or put effective special educational provision in place. This support takes the form of a four-part cycle of 'assess, plan, do, review', known as the graduated approach. (SEND Code of Practice 0-25 years 2014 (SEND Code 2015 - Appendix 2).

**Assess:** the class/specialist teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing SEN support



- Plan:** parents must be notified wherever it is decided that a pupil is to be provided with SEN support
- Do:** the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning
- Review:** the effectiveness of the support should be reviewed in line with the agreed date.

The graduated response draws on frequent reviews and may involve specialist expertise in successive cycles in order to match interventions to the needs of the pupil concerned. The way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

After discussion with parents, child, teachers and SEN/LS department and after full analysis of the needs the child is placed on the SEN register. The register is maintained by the Learning Support Manager.

Children may move from the LS register on to the SEN register.

## **12 THE SEN/D REGISTER**

If a child is formally identified as having SEN or SEND by an external agency, with the agreement of parents/carers, they are placed on the SEN register. If they are either not making expected progress or achieving at a considerably lower level than the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Educational Health Care Plan). An application can only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms.

On gathering all relevant advice about a pupil's progress the SEN team may issue an EHC plan outlining outcomes to be met and additional provision to be provided.

### **Criteria for Exiting the SEN/LS Registers**

It is possible for children to move between the SEN/LS levels. If children are able to work independently and have made significant progress that means they can work at a level comparable to their peers, then they may exit the register. .

### **Pupil information/records**

The Learning Support/SEN Department keep all relevant information and details about identified SEN pupils, contact and meetings with parents and staff in the individual pupil's file held in a locked filing cabinet in Learning Support and in the individual pupil's file within the Learning Support Drive within the school's G Suite. Digital pupil files can be accessed by staff on G-Suite. SEN Pupil data is regularly updated on PASS/3sys.

### 13 ISP

An ISP is drawn up in consultation with parents/carers/teachers and the pupil. Occasional advice may be sought from external agencies to inform effective intervention. The format in use allows for close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which may include social as well as educational services. Where possible the targets in the focus area will be specific, measurable, achievable, relevant and time limited (SMART). At this stage, an SEN may be identified.

An ISP, LS Assessment, Pupil Profile or Pupil Passport are all used to plan the intervention for pupils who are having support from the SEN/LS Department.

The Pupil Profile, Pupil Passport and ISP include the following information:

- The nature of the pupil's learning difficulty
- Specific agreed outcomes
- Steps/targets to take to journey towards the agreed outcomes
- The materials and resources to be used
- The staff involved and the frequency of individual support
- The review date
- Recommendations for the classroom including strategies and approaches
- Suggestions for home support
- The success criteria
- The child's views are sought and recorded

All ISPs in Years 1-6 will be reviewed at least twice a year but sometimes Early Years ISP's may be reviewed more regularly.

The ISP is part of the Assess, Plan, Do, Review structure.

#### **External Support**

In individual situations, external agencies are contacted for assessment and advice. These agencies include:

- Educational Psychologists
- Occupational Therapy Services
- Speech and Language Services
- Visual Impairment Services
- Hearing Impairment Services
- Children and Adolescent Mental Health Service (CAMHS)
- Specialist Inclusion Services (eg. EYSENIT Team – (Early Years Special Educational Needs Inclusion Team))

A private Speech and Language therapist works in school on three mornings a week.

Where the advice of an external agency is sought, the SEN/LS department will disseminate the relevant information to the teaching staff by sending out a summary and recommendations. This information is placed on the 'M' drive and on PASS. The information will also be added on to the pupil's profile which is given to all staff.

### **Statutory Assessment**

Schools can request a statutory assessment from the LEA in accordance with the Code of Practice (2015). The school will provide the evidence that is required. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to the relevant and purposeful measures taken by the school and external specialists, they may call for special educational provision to be put in place through an Education, Health and Care Plan.

The EHC Plan will be reviewed annually, and the provision specified in the EHC Plan will be made. The SENCO will regularly review the effectiveness of the provision made. The school will co-operate with the LA in the review process. (ISI Regulations 34-36)

## **14 REVIEW MEETINGS**

ISPs are formally reviewed twice yearly, in February and October. Parents are involved in the planning and the review. In EYFS and Years 1&2, the ISP may be written and reviewed more frequently.

Parents/Carers and pupils (if appropriate) are invited to attend as well as the class teacher and Teaching Assistant, if involved. Representatives from external agencies may also be invited, if appropriate. If a decision is made at the meeting to draw up a new ISP/Additional Need the SENCO will file a copy centrally and send a copy to parents/carers and any external agency that is involved.

For pupils with an EHC Plan, reviews may be more frequent depending upon need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the EHC. A copy of the review is sent to all invitees, including parents/carers, and the SEN team.

For children issued with an EHC Plan, there will be an additional review no later than 6 weeks after the issue date. The SEN Team will be involved as well as any other external agencies.

## **15 ADDITIONAL RESPONSIBILITIES FOR THE EARLY YEARS**

As a provider in receipt of Government funding (Nursery Grant for the 3 and 4 year old children), we also have regard to the SEND Code 2015 in relation to the funded provision.

The main additional duties are that we have a whole school SEN Policy which includes EYFS and a trained SENCO, who is jointly responsible for the day-to-day operation of the SEN Policy. Overall responsibility for the management of SEN in the Early Years, as for the rest of the school, lies with the Head.

## **16 THE LOCAL OFFER**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them.

Oxfordshire's Local Offer can be accessed through:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

## **17 LIAISON WITH PARENTS/CARERS**

The school works in partnership with parents of pupils in accordance with guidance in the 2014 SEN Code of Practice: 0-25 Years (SEND Code 2015).

If the class teacher has an initial concern about a child's progress and has spoken with the SENCO, parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child.

If, after consultation with parents/carers, a decision is made to give a child Learning Support then parents/carers will be asked to sign a parents' contract. Parents will be fully informed of any additional programme in place for their child. At this stage, parents will be told about any specialist support in the area of difficulty and of any support/websites that might be useful.

Parents'/Carers' views will be sought when a pupil's ISP is drawn up and suggestions as to how these can be supported at home will be given.

Parents are invited to each review and their comments are taken into consideration when deciding upon future action.

In terms of an Annual Review, parents' comments are sought prior to the review report being drafted and incorporated into the final report.

The SEN/LS Department adopts an open door policy and parents are encouraged to communicate to the SENCO, Learning Support Manager or Learning Support Teacher any concerns, interests or aspirations affecting their child's education.

### **Consulting Young People with SEND**

Children's views will be sought and taken into account during the review process and at other key times throughout the year. The discussions will be adapted to the age and cognitive level of the pupil.

## **18 TRANSITION ARRANGEMENTS**

The SENCO liaises with future schools' Admissions Officers re access arrangements for entry examinations.

The LS/SEND Department liaises with future schools regarding an individual pupil's needs as appropriate. In certain circumstances, a member of the department will visit the new school and then take the pupil for visits to the new school.

In consultation with parents/carers, appropriate LS/SEND information is passed on to the SENCO at the new school.



## **19 EQUAL OPPORTUNITIES**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. The school promotes self and mutual respect and a caring and non-judgemental attitude throughout the school. *(Please refer to the Equal Opportunities Policy)*

## **20 SUPPORTING PUPILS WITH MEDICAL CONDITIONS AT SCHOOL**

If a child's medical condition is considered to be a disability, they will be supported by the recommendations in the Equality Act 2010.

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- 'substantial' is more than minor or trivial - eg it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more

*(Please refer to the School's Medical Policy and the Disability Policy)*

## **21 MONITORING AND EVALUATION OF SEN/LS**

### **Evaluation of Provision**

Arrangements for the evaluation of the school's procedures and practices with regard to SEN provision are reviewed annually by the SEN Governor, Heads of Section, Deputy Head and the Head.

The success of the Learning Support Department is also evaluated in the following ways:-

- Targets achieved in ISPs
- Reports
- Improved reading, spelling and maths ages
- School exam results
- Children showing increased independence in the learning environment
- External exam results

## **22 ROLES AND RESPONSIBILITIES**

The SENCO and The Learning Support Manager, in collaboration with the Head and Governing Body, take responsibility for the operation of the LS/SEND policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. The SENCO also provides professional guidance to colleagues to secure high quality teaching for pupils with SEN.

**Teachers** have responsibility for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff (SEND Code 2015).

**The Governing Body** is responsible for keeping a general oversight of the School's SEN provision. A named Governor takes a particular responsibility for the provision of Special Needs within the school.

### **LS/SEND Support Assistant**

The number of LS/SEND Support Assistants varies from term to term, dependent on the Department's requirements. Their names and qualifications can be found on the Staff List for the current academic year on the school website.

## **23 ACCOMMODATION: LEARNING SUPPORT AND SEND FACILITIES**

The Learning Support and SEND Department, has a designated building containing five teaching rooms. The teaching rooms house a wide range of multi-sensory equipment. The department has Smart Boards, iPads, computers and laptops on both floors in the building. 1-1 and small group teaching takes place in this building.

## **24 TRAINING AND DEVELOPMENT**

The Learning Support Department takes advantage of training opportunities whether formal or informal. We recognise the constantly changing nature of approaches and knowledge in this field and aim to increase our expertise.

We contribute to the Whole School Development Plan and we also organise INSET for staff at The Manor when appropriate.

## **25 CHARGING**

Support included in the school fees:

- Small class sizes;
- Opportunities to practise touch-typing before school and in lunchbreaks • Opportunities for handwriting practice before school and at lunchbreaks
- Timetabled lesson with a Specialist Teacher for those pupils identified as weak spellers ;
- In-house assessment to identify exam access arrangements necessary to ensure equal access to internal and external examinations (in-line with JCQ regulations); Exam access arrangements: use of a reader, scribe and/or word-processor in controlled assessments and internal/external exams for those students (where granted by the SENCo and in line with JCQ regulations).
- Access to a laptop/Chromebook for those pupils who use typing as their usual way of recording.

Provision incurring an additional charge to parents:

- A full diagnostic assessment with an educational psychologist (EP) or other qualified assessor;
- 1:1 support with a qualified specialist teacher
- 1:1 support with a Speech and Language Therapist
- 1-1 OR 1:2 support with a classroom based Learning support Assistant

**For children up to the age of 5, the school can access the county Services.**



If a child has a specific learning difficulty, with standardised scores below 85, the school may fund additional support. Following the 2010 Equality Act, reasonable adjustments such as auxiliary aids and services (such as access arrangements) will be provided by the school.

For children receiving Education Funding for 3-4 year olds we are able to access the EYSENIT for funding and support. We are able to claim Inclusion Funding for children who are on the Learning Support register and can complete a document titled "Early Support Request For Involvement" to ask for specialist support as long as parents have asked their GP to refer them to a community paediatrician. We are also able to refer to our own private speech and language therapist and occupation therapist.

## **26 ACCESSIBILITY**

The school ensures that the admissions, discipline and other procedures (for example, arrangements for school trips or examinations) take account of pupils' learning difficulties and/or disabilities. *(Please refer to the Accessibility Policy)*

## **27 COMPLAINTS**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

## **28 GIFTED & TALENTED**

At The Manor, we aim to provide a broad and rich curriculum meeting the needs of all our pupils. We believe in channelling the gifts and talents of all pupils, with opportunities to stretch and challenge pupils across all subjects. This is delivered both in the classroom, throughout departments and outside school at local and national levels. *(Please also see Gifted and Talented Provision in the Staff Handbook.)*

## **29 DEVELOPMENT PLAN**

Please see the current Learning Support Development Plan.

## **30 RELATED POLICIES**

- Gifted and Talented
- English as an Additional Language
- Equal Opportunities
- Teaching and Learning
- Accessibility
- Disability Policy
- Racial Equality and Cultural Diversity
- Child Protection and Safeguarding



**The Manor**

Preparatory School

The policy is regularly reviewed in order to ensure that our provision is making the most 'reasonable use of time and resources, and that we offer the best provision for the pupil.'

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**APPENDIX 1**

**Record of Intervention**

<b>Name of Child</b>	
<b>Class</b>	
<b>Name of Teacher</b>	

**Areas of Difficulty/Lack of Progress**

<b>Communication and Interaction</b>	
<b>Cognition and Learning</b>	
<b>Social/Emotional/Mental Health</b>	
<b>Sensory/Physical needs</b>	

Strategies put in place/tried	Child's Response	Concern (  )

Referral to Learning Support Department	Date



## APPENDIX 2

