

Learning Support Policy

This policy has been drawn up with regard to relevant legislation, including:

- Children Act 1989
- Part 4 of the Education Act 1996
- Special Needs and Disability Act 2001
- The Mental Capacity Act Code of Practice: Protecting the Vulnerable 2005
- Health and Social Care Act 2012 Equality Act 2010
- Equality Act 2010
- Reasonable adjustments for disabled pupils 2012 (Technical guidance from the Equality and Human Rights Commission)
- Working Together to Safeguard Children 2013
- Part 3 of the Children and Families Act 2014
- Supporting pupils at school with medical conditions 2014 (statutory guidance from the Department for Education)
- Special Educational Needs Code of Practice 2014
- Hertfordshire Local Authority Local Offer

Aims

Tring Park School for the Performing Arts provides a unique community for talented young people, regardless of means or background, who have a passion for Dance, Acting, Musical Theatre or Music. We nurture creativity and aim for excellence at all times. Tring Park School is dedicated to the provision of a challenging and diverse learning experience within a supportive environment.

We recognise that each pupil has their own individual strengths, talents and needs. Our aim is to encourage and support every pupil to help them achieve the best possible educational outcomes and to prepare them effectively for adulthood.

These aims are drawn from the school's overall aims and apply to all pupils at Tring Park School. They are equally relevant to those who are identified as having special educational needs (SEN).

Pupils are not regarded as having a learning difficulty solely because the language used at home is different from the language in which they are taught. We recognise, however, that such pupils may require extra help. Support is available from the Learning Support Department for pupils for whom English is an additional language.

We also recognise that many of our pupils are able, gifted and talented and as such have needs which must be addressed. Please refer to the Able, Gifted and Talented Policy for further details.

Definition of special educational needs (SEN)

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age OR
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

Areas of Special Educational Need

Special educational needs and provision fall into four broad areas. The four primary areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

In practice, individual pupils often have needs that cut across more than one area and their needs may change over time.

Disabled pupils

Pupils who have SEN may have a disability as defined in the Equality Act 2010 – that 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’.

The Equality Act 2010 sets out the legal obligations of the school towards disabled pupils:

- The school must not directly or indirectly discriminate against, harass or victimise disabled pupils
- The school must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.

Admission Arrangements

Tring Park School is a performing arts school for boys and girls aged 8 -19. Selection is based on the criteria laid down in the school’s Admissions Policy. Provided the agreed admissions criteria are met, no pupil would be denied a place at Tring Park School on the grounds of having an identified special educational need or disability.

Provision

Provision for a pupil with SEN should match the nature of their needs. The Learning Support Department will use its best endeavours to support pupils with SEN and enable them to:

- achieve their best
- develop as independent learners
- become confident individuals living fulfilling lives
- make a successful transition into adulthood

The Learning Support Department will have regard to the views, wishes and feelings of a pupil with SEN and those of the parents/carers. If additional support is required, we will provide the information necessary to enable them to participate actively in decisions and choices about provision.

The Learning Support Department provides:

- information, advice and in-service training (INSET) for staff on SEN issues, with a focus on inclusive practice and removing barriers to learning
- information, advice and support for parents/carers, to encourage participation
- expertise to support pupils with SEN
- in-class support where appropriate
- opportunities for individual or small group work, including English as an additional language (EAL) support
- screening/assessment for specific learning difficulties, to ensure early identification and intervention
- liaison with education, health and social care services, if external assessment/support is required
- assistance in the preparation of teaching and learning materials
- application for special access arrangements for pupils with SEN in external examinations (where applicable).

Co-ordinating and managing provision

The Head of Learning Support is responsible for:

- the day-to-day operation of the school's Learning Support Policy
- co-ordinating high quality provision for pupils with SEN
- liaising with and advising teachers, with a focus on inclusive practice and removing barriers to learning
- co-ordinating with the Principal and Governors to ensure that the school meets its requirements under the Equality Act 2010, with regard to reasonable adjustments and access arrangements
- updating and overseeing the records of all pupils with SEN
- maintaining the Learning Support Register, action taken and outcomes
- working with parents of children with SEN
- liaising with external agencies including educational psychologists and other support agencies from education, health or social care

- contributing to INSET for all staff, with a focus on inclusive practice and removing barriers to learning
- liaising with other schools and educational institutions, to ensure a smooth transition
- liaising with the DSP where a looked after child (LAC) has SEN
- attending review meetings of SEN pupils and those with an EHCP
- line management of the Learning Support teachers and assistants
- managing the deployment of the Learning Support budget to meet pupils' needs effectively

The Head of Learning Support may screen and assess pupils for specific learning difficulties (SpLD). A full diagnostic assessment by an educational psychologist will incur an additional charge to parents. There is one full-time learning support teacher, two part-time learning support teachers, one part-time EAL teacher and three learning support assistants (LSAs) (one full-time and two part-time).

Identification, assessment, intervention and monitoring of SEN

Identification

The identification of SEN is built in to the school's overall approach to monitoring the progress and development of all pupils. Careful attention is paid to identifying the individual needs of pupils on entry using the graduated approach.

If a pupil has previously been identified as having SEN, early contact with parents is made and SEN records are requested. An Individual Education Plan (IEP) will be drawn up for any pupil with a special educational need who requires additional support, which should be adhered to by all teachers.

A Learning Support Register is kept in order to track pupil progress and support. This is regularly reviewed and updated weekly.

Assessment and screening

Tring Park School considers Learning Support to be integral to the school's provision. Fundamental to provision is the process of screening and assessment, to ensure early identification and intervention.

Pupils are identified in the following ways:

- using information received from the previous school
- consultation with parents
- screening tests on entry, including MIDYIS, YELLIS, ALIS and Lucid Ability assessments
- numeracy and literacy tests
- using evidence from teachers and subject assessments
- advice from external agencies, such as the educational psychologist
- pupils with an EHCP will be identified and notified by the local authority

Intervention-The Graduated Approach

Tring Park School follows the statutory guidance of the SEN Code of Practice 2014:

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.’ (COP 6.36)

‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.’ (COP 6.37)

Once a potential special educational need has been identified, SEN support should take the form of four types of action: ASSESS, PLAN, DO, REVIEW. Through this four- part cycle, earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of which interventions help the pupil to make good progress and secure good outcomes. This is known as The Graduated Approach.

At Tring Park School, The Graduated Approach to the provision of pupils with SEN is used as follows:

School Aware

A possible special educational need is identified (normally by referrals from teaching staff). The need is usually resolved by high quality, differentiated teaching targeted at the area of weakness, which is monitored by the subject teacher and the Head of Learning Support.

School Support – ASSESS, PLAN, DO, REVIEW

Where progress is less than expected, the subject teacher, working with the Head of Learning Support, will assess whether the pupil has SEN. If a pupil requires support which is different from or additional to the usual differentiated provision, he/she will go on the Learning Support Register and be provided with an IEP, prepared by the Learning Support Department, who will monitor his/her progress closely. Individual support may be required.

If a pupil continues to make insufficient progress despite the well-founded interventions on *School Support*, it may be necessary to seek advice and support from outside agencies. Support may include: specialist assessment, withdrawal sessions, advice on support strategies and resources.

The school and the Learning Support Department seek advice from and work collaboratively with agencies such as:

- educational psychologist
- specialist agencies, eg., for visually or hearing impaired students
- speech and language therapy service
- school doctor

- medical centre nurses
- school counsellor
- Child and Adolescent Mental Health Services (CAMHS)
- police/educational welfare officer/social care

Statutory Assessments and Education, Health and Care Plans

The majority of pupils with SEN will have their needs met within the school's provision. If serious concerns over progress remain after sustained intervention at *School Support*, the school or parent may apply to the local authority (LA) for an assessment of education, health and care needs. The local authority will decide if an assessment should take place. If required, the LA will prepare an Education, Health and Care Plan (formerly a Statement of Special Educational Needs).

Monitoring

The progress of a pupil with SEN will be monitored regularly as part of the school's monitoring, assessment and reporting procedures.

The provision made for pupils with SEN will be recorded accurately and kept up to date. The focus will be on outcomes, evidence of progress and an evaluation of the SEN support provided.

IEPs are regularly reviewed, at least twice a year, and form the basis for discussions with parents about the pupil's progress and planned next steps. As part of the process of review, assessment data are collected and the views of teachers, parents and the pupil are sought. Learning Support teachers are available for individual appointments with parents and at parental consultations.

Pupils with an Education, Health and Care Plan will have an Annual Review, in compliance with the SEN Code of Practice.

The work of the Learning Support Department is monitored by the Principal and reported to the Governing Body.