

Learning Support Policy

1. Legislative and Regulatory Context

This policy is informed by relevant legislation and statutory guidance, including:

- Children Act 1989
- Education Act 1996
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice (2015)
- Supporting Pupils at School with Medical Conditions (DfE)
- Working Together to Safeguard Children (current edition)
- Joint Council for Qualifications (JCQ) Regulations
- Independent School Standards.

Tring Park School is an independent school operating under the Independent School Standards. The school is not approved under Section 41 of the Children and Families Act 2014 and therefore does not have the same statutory duties as maintained schools or Section 41-approved special schools.

While the school has regard to the SEND Code of Practice (2015), it operates within its independent status and specialist performing arts context.

2. 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 within both vocational and academic study. Tring Park School is dedicated to providing a challenging and diverse learning experience within a supportive environment.

We recognise that each pupil has individual strengths, talents and needs. Our aims are to:

- Enable pupils to achieve their best
- Support the development of independence and confidence
- Promote positive wellbeing

- Prepare pupils effectively for adulthood

These aims are drawn from the school's overall aims and apply to all pupils at Tring Park School, including those identified as having Special Educational Needs or disabilities.

Pupils are not regarded as having a learning difficulty solely because the language used at home differs from the language of instruction. However, support may be provided for pupils with English as an Additional Language (EAL). Please refer to the EAL Policy for further information.

We also recognise that many pupils demonstrate high levels of aptitude, potential and talent within vocational and academic areas. Please refer to the Able, Gifted and Talented Policy for further information.

3. Definition of Special Educational Needs (SEN)

A pupil has Special Educational Needs (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 generally provided for others of the same age.

4. Areas of Need

The four broad areas of need described within the SEND Code of Practice (2015) are:

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

Individual pupils may have needs that overlap more than one area and these needs may change over time.

5. Disabled Pupils and Reasonable Adjustments

Under the Equality Act 2010, a disability is defined as a physical or mental impairment which has a long-term and substantial adverse effect on normal day-to-day activities.

The school will:

- Not directly or indirectly discriminate against, harass or victimise disabled pupils
- Make reasonable adjustments, including the provision of auxiliary aids and services where appropriate, to avoid substantial disadvantage

The duty to make reasonable adjustments does not require the school to alter the fundamental nature of its specialist performing arts provision or dual curriculum model.

6. Admission Arrangements

Tring Park School is a selective performing arts school for pupils aged 7–19. Admissions are made in accordance with the school's published Admissions Policy.

Admission decisions take careful account of:

- The applicant's strengths and potential
- The nature of any identified needs
- The suitability of the school's specialist provision to meet those needs

As a non-Section 41 independent school, Tring Park School is not legally required to admit a pupil named in an Education, Health and Care Plan (EHCP). Placement decisions are considered individually, with careful consideration given to whether the school can reasonably meet a pupil's needs within its specialist performing arts environment and dual curriculum model.

7. Provision for Pupils with SEN

Provision for pupils with SEN is designed to match the nature and level of need within the context of the school's specialist performing arts environment and dual curriculum model.

The Learning Support Department will use its best endeavours to support pupils with SEN and enable them to:

- achieve their best
- develop independence and confidence
- access learning successfully
- prepare effectively for adulthood

Provision may include:

- Quality First Teaching, appropriately differentiated
- Reasonable and proportionate classroom adjustments
- Targeted academic support where appropriate
- In-class support, where allocated
- Small group or individual intervention
- EAL support where *required (additional EAL lessons may incur an additional cost to parents)*
- Screening and assessment for specific learning difficulties
- Assessment and coordination of examination access arrangements in accordance with JCQ regulations
- Liaison with external agencies where appropriate

The Learning Support Department will have regard to the views, wishes and feelings of pupils and their parents/carers. Where additional support is required, the school will provide information to enable pupils and families to participate appropriately in decisions relating to provision.

The allocation of Learning Support Assistant (LSA) support is not automatic. Deployment is determined by the SENDCo/Head of Learning Support based on assessed need, pupil profile and available resources.

8. Roles and Responsibilities

The SENDCo/Head of Learning Support is responsible for:

- day-to-day implementation of this policy
- coordinating provision for pupils with SEN
- advising and supporting teaching staff in relation to inclusive practice and removing barriers to learning
- maintaining the Learning Support Register and overseeing relevant pupil records
- overseeing examination access arrangements in accordance with JCQ regulations
- ensuring that pupils and parents/carers understand how examination access arrangements operate within internal and public examinations
- liaising with parents/carers and external agencies where appropriate
- contributing to staff training and professional development relating to SEN and inclusive practice
- managing the Learning Support budget and staff deployment
- ensuring compliance with the Equality Act 2010 and JCQ regulations

The SENDCo/Head of Learning Support may coordinate screening and assessment relating to specific learning difficulties (SpLD) and examination access arrangements in line with JCQ regulations. Such assessments do not constitute a formal diagnostic assessment or diagnosis of a specific learning difficulty.

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

9. Examination Access Arrangements

Tring Park School operates in full compliance with the regulations set out by the Joint Council for Qualifications (JCQ).

Access arrangements:

- are formally assessed
- must meet published JCQ criteria
- must reflect the pupil's normal way of working within the school

- cannot be granted outside of the regulatory framework

External reports or recommendations are carefully considered but do not automatically result in the implementation of specific arrangements. The school remains responsible for determining appropriate arrangements in accordance with JCQ regulations.

Access arrangements are monitored and reviewed regularly.

10. Identification and Graduated Approach

Identification of SEN is embedded within the school's monitoring of pupil progress.

Pupils may be identified through:

- information from previous schools
- consultation with parents
- screening on entry (e.g. MIDYIS, YELLIS, ALIS and SWIFT)
- literacy and numeracy testing
- teacher observation and subject assessment
- consideration of external professional advice

The school follows a graduated approach:

Assess – Plan – Do – Review

Quality First Teaching remains the first response to emerging concerns. Where additional support is required, interventions may be implemented and reviewed in collaboration with teachers, parents and the pupil. Decisions regarding support are made by the SENDCo/Head of Learning Support based on appropriate evidence and professional judgement.

The graduated approach is applied in a manner appropriate to the school's independent status and specialist context.

11. Education, Health and Care Plans (EHCPs)

The majority of pupils' needs are met within the school's existing provision. Where appropriate, a parent or the school may request that a Local Authority carries out an Education, Health and Care needs assessment.

As an independent school not approved under Section 41 of the Children and Families Act 2014, Tring Park School's legal obligations differ from those of maintained schools and Section 41-approved special schools. The school works collaboratively with families and Local Authorities but operates within the framework of the Independent School Standards and its specialist performing arts context.

12. Monitoring and Review

Provision for pupils with SEN is monitored and reviewed regularly. Records are maintained accurately and updated as required.

The impact of support is evaluated with reference to:

- pupil progress
- outcomes achieved
- feedback from pupils and parents/carers
- professional judgement

This policy is reviewed annually or sooner if required by changes in legislation or regulatory guidance.