

HOLY TRINITY SCHOOL

LEARNING SUPPORT AND SPECIAL NEEDS POLICY

INTRODUCTION

The School's Mission Statement states that the School will strive to provide a happy, caring community that places individuals at its heart and allows everyone to shine.

The SEN policy aims to reflect this statement. It also recognises the Revised Code of Practice (2001/2) and follows the Guidelines as relevant to the situation at Holy Trinity School.

The School is committed to supporting every child throughout his/her school life and recognises that some pupils will require extra support at certain stages during their education; some needing support throughout their school and college life. In providing that support we recognise that each child has learning differences and learning strengths.

We believe that support given in the early years will minimise the occurrence of learning difficulties in later years. We also believe that in our small teaching classes all pupils receive considerable support and pastoral attention. The school operates a generous teacher : pupil ratio.

For the purposes of definition, if a child has significant problems (physical, emotional, psychological, medical) that hinder or prevent him/her from accessing and benefiting from the HTS curriculum provided for the majority of his/her peers, then the child is recognised as in need of Learning Support or as having a 'Special Educational Need'.

The School also recognises that within the school community there are a number of pupils who are 'gifted and able' and that provision must be made for these pupils also (see separate policy document).

AIMS AND OBJECTIVES

- To promote equal opportunities for all pupils whatever their gender, race or ability.
- To ensure that teachers take responsibility for all children in their classes and that programmes of work are put in place to enable pupils to make progress.
- To ensure full entitlement and access for pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
- To enable pupils to be familiar with a body of knowledge, skills principles and vocabulary in order for them to lead full and productive lives as valuable members of society.
- To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own learning.
- To identify and assess pupils with a Learning Support need as early and thoroughly as is possible and necessary.
- To involve parents, pupils and other agencies, where appropriate, in identification, assessment and delivery of Learning Support.

- To appreciate that Learning Support applies equally to those with high ability as well as those with low ability and to those with specific physical disabilities.
- To ensure that subject staff are informed as to the Learning Support needs of any pupils in their charge and are advised by the support teacher on the employment of differentiated teaching methods and resources.
- To provide support teaching in core subject lessons where appropriate.
- To ensure that wherever possible pupils are taught in their own class group and that withdrawal is kept to a minimum.
- To develop Individual Education Programmes for those pupils who require them.
- To operate a system of record keeping and regular monitoring of each pupil's progress linked to regular communication with parents / families. In particular additional parent / Guardian interviews will be held for children with IEPs to discuss joint home – school strategies and class progress.
- To devise effective lines of communication between all involved; pupils, staff, parents and outside agencies.
- To provide staff training as appropriate.

LEARNING SUPPORT AT HOLY TRINITY SCHOOL

Holy Trinity School has a reputation for strong 'value added' efficiency. The School will accept pupils with a wide range of ability and, where it is clear that a potential pupil has the determined attitude to succeed, and that HTS can make a positive difference, the School will offer a place to that pupil.

Currently the School provides for a range of Learning Support. This includes support for pupils with:-

- Literacy difficulties
- Numeracy difficulties
- Moderate learning difficulties
- Dyslexia
- Asperger syndrome
- Cerebral palsy

The School also provides education for pupils who have certain language problems solely because their first language is different from the language in which they receive their tuition. These pupils are not considered as having 'special educational needs' unless other factors are identified. They may require some support while increasing their fluency of English. At least one member of staff is EFL trained and several staff have direct experience of such teaching.

IDENTIFICATION OF A NEED FOR LEARNING SUPPORT THROUGH THE SCHOOL'S ASSESSMENT SYSTEM

A pupil with a need for learning support will usually be identified by the subject or class teacher and will have been referred to the Learning Support Co-ordinator (Deputy Head) for observation and monitoring (see the Learning Support System).

The regular assessment of pupils throughout their school life may highlight pupils with learning difficulties although it is recognised that many pupils do not perform to their best or show their actual ability during test or examination conditions.

TESTING PROCEDURES IN LOWER SCHOOL

Nursery	A monitoring register for any sensory impairment or behavioural problems	
Reception	Base Line Assessments. PIPS Pupil Profiles	September
Year 1	Reading Tests Screening where appropriate	November
Year 2	Reading and Spelling Tests (Aston)	November and June
	KEY STAGE 1 SATS	May
Years 3, 4 and 5	Reading and Spelling Tests (Aston) QCA Optional Tests	November and June January and May
Year 6	Reading and Spelling Tests (Aston) Senior School Transfer Assessments KEY STAGE 2 SATS School Examinations	November and June January May

IDENTIFICATION AND ASSESSMENT OF NEW ENTRANTS TO LOWER SCHOOL

Pupils joining Lower School at any time after Reception will be assessed through the Aston Reading and Spelling tests, a Numeracy test, a Reading comprehension paper and a Literacy task.

Where appropriate, a KS1 or KS2 SATS paper will be used to assess and compare the attainment level with the relevant peer group. Documentation from the pupil's previous school may identify a Learning Support or Special Educational Need.

In some circumstances, the School may wish to carry out a screening test on a pupil in order to gain further information which may lead to identifying a particular learning difficult. These tests are not diagnostic and may reveal a need for a more formal assessment to be carried out by an Educational Psychologist.

TESTING PROCEDURES IN SENIOR SCHOOL

Year 7	NFER Nelson Reading Test MidYis Test	September
Year 8	MidYis Tests for new entrants	
Year 9	KEY STAGE 3 SATS	May
Year 10	Yellis Tests. GCSE Module Examinations	
Year 11	GCSE Examinations	
Year 12	AS Examinations	

In addition, each Year group will have regular formative tests in each subject area and summative examinations in every subject during the summer term.

All pupils also receive a Half Term Grade Report with targets and regular self assessment. Any pattern of lower attainment may cause concern and result in a referral to the Learning Support system.

IDENTIFICATION AND ASSESSMENT OF NEW ENTRANTS

The entrance tests for assessment of pupils joining Senior School at any time after Year 7 include SATS based (or GCSE based for Years 10 and 11 entry) English, Mathematics and non-verbal tests (NFER-Nelson). All potential students will be invited to attend a two day "on-site" visit and so staff will see them in every subject area and social situation. This will also give considerable information above and beyond entrance tests on which to judge the suitability of a student for our school; and conversely our school for the student in question. The aim is that all children entering must be happy and confident that they can succeed at our level of expectations.

IDENTIFICATION BY STAFF

Subject staff and form teachers are encouraged to use the Support Referral System to identify pupils who may be experiencing difficulties academically or socially. They may do this at any time during the academic year. Most referrals are expected during the Autumn Term.

SCREENING

In addition to the MidYis Tests, it may be considered necessary to use certain screening tests to identify a particular learning difficulty. Discrepancies between non-verbal 7 spelling ages also highlight specific areas for focus. Such discrepancies may suggest an element of dyslexia. The School may recommend that the parent approaches a dyslexia screening service for further assessment. This can be completed in school with our Dyslexia Specialist should the Parent / Guardian desire it.

IDENTIFICATION AND PROVISION FOR GIFTED AND ABLE STUDENTS

(See separate documentation)

Every pupil is gifted, talented and able but the School recognises pupils who may have exceptional ability in one or more areas of the curriculum. These students are identified through the regular testing procedures already referred to. They will have attained significantly high scores and levels in their SATS, Midyis and Yellis tests.

Once identified, these pupils are closely monitored and staff are encouraged to provide stimulating extension learning activities. This group of students also receives information of appropriate courses such as the Summer School held at Warwick University.

THE LEARNING SUPPORT SYSTEM

The School recognises the revised Code of Practice in terms of the continuum of Special Educational Needs and a stage approach to provision. The needs of most SEN pupils

are met by the School. Outside agencies may be involved in screening and assessments and occasionally statementing but most support will be given internally by the teaching staff.

REFERRAL

A pupil may be referred, having been identified as having a persistent learning or social problem, by a subject specialist, class teacher, support teacher or the pupil's parent. The Learning Support Co-ordinator (Deputy Head) collects information, observes and monitors the pupil concerned.

SCHOOL ACTION

If the learning difficulties persist the LSC may recommend teaching strategies, differentiated materials or in class support. Parents will usually be informed at this stage and an IEP/ILP may be drawn up involving teaching staff, pupil and parents.

The LSC will monitor and manage the pupil's progress. Support at this stage may be short-term and a pupil may exit the support programme after review with teachers and parents.

SCHOOL ACTION PLUS

Some pupils will require more long term support and may need to be withdrawn for individual tuition and/or group sessions with the Classroom Assistant or LSC. Pupils will remain integrated into the full curriculum as far as possible. IEP/ILPs will be administered and parents informed.

OTHER SUPPORT SERVICES AND AGENCIES

An outpost of the Dyslexia Institute operates from Holy Trinity School. Parents of pupils experiencing dyslexia are informed of this facility. Payment for individual and group sessions are made directly to the Dyslexia Institute.

Educational Psychologists may be involved at School Action Stage. In some circumstances the School may feel it appropriate to refer a child to the LEA for statutory assessment. Under the 1996 Education Act, it is the duty of the LEA to identify a child who requires a statement once the child has been brought to its attention, whether the child is in a maintained or independent school. Naturally, parents would be consulted before any recommendation was made.

PARENTAL INVOLVEMENT

The School encourages and arranges regular contact and consultations with parents. In the Lower School, parents have twice yearly Parent Consultation Evenings, as well as a more informal 'Welcome' evening when parents meet their child's new class teacher.

The Senior School has a similar system of Parent Consultations organised in Year Groups, in addition to "drop in" evenings for parents with concerns or issues to be addressed.

Parents may contact the school at any time to discuss their child's progress and development. Parents of pupils receiving Learning Support will have an opportunity to

take part in the twice annually reviews and will be encouraged to be an active part of the support programme.

LEARNING SUPPORT SYSTEM

Staff Referral	Learning Support Co-ordinator (Deputy Head) Observation Monitoring Discussions with Staff
School Action	Differentiation In class support Parents consulted
School Action Plus	Differentiation In class support Individual or Group withdrawal Parents involved IEP/ILP put in place Regular reviews Possible involvement of outside agencies Educational Psychologist Speech and Language Therapist Physiotherapist Child Counsellor Local GP

SCHOOL ORGANISATION FOR SPECIAL EDUCATIONAL NEEDS/LEARNING SUPPORT STAFFING

NURSERY

Mrs. M. Polito, Teaching Assistant, has responsibility for Learning Support among pupils in the Prep School. Pupils with signs of speech, language, understanding, behaviour, physical and social development delay are closely monitored and strategies are put in place.

LOWER SCHOOL AND SENIOR SCHOOL

Miss Wright (Deputy Head), has responsibility for arrangements for Learning Support throughout the School. This includes:

- Day to day management of Learning Support provision
- Maintaining data relating to Learning Support/SEN pupils
- Administration of IEP/ILPs
- Supporting pupils and staff and advising implementing appropriate strategies and differentiated resources to meet the needs of individuals and groups.
- Monitoring teaching and learning activities to meet the needs of pupils with learning difficulties.
- Liaising with staff on Learning Support issues.
- Providing staff training.
- Keeping the Headteacher informed of all relevant Learning Support issues

- Liaising with outside agencies.
- Liaising with parents.
- Organising IEP/ILP reviews.

ROOMS AND RESOURCES

The Learning Support Resources base is situated on the first floor in the Lower School and on the first floor near the 6th Form centre in Senior School. These rooms may be used for withdrawal sessions.

General pupil records are kept in a filing cabinet in the main school office.

INFORMATION TECHNOLOGY AND SPECIAL NEEDS

ICT is used by staff and students on a regular basis. In the case of Learning Support students, many pupils have their own laptops and are encouraged to use them in lessons and internal assessments where appropriate.

Pupils have access to the main ICT suites in Senior School and Lower School, the 'old' IT room and to individual computers in the Library and specific teaching rooms around the School.

The School makes use of software specifically beneficial to Learning Support students and may introduce software, such as Lucid Lass or SNAP programmes, for screening pupils. EFL students also make use of web based software like "Starburst.com."

RECORDING AND ASSESSMENT

- Monitoring, recording and assessment is in line with the whole school policy and systems of recording pupils' progress and achievements. The Learning Support Co-ordinator has access to all test results, half term grades, internal and external examination results.
- All pupils receiving Learning Support are recorded on the SEN data/register.
- The LSC has copies of all assessments by outside agencies.
- IEP/ILPs are discussed, reviewed and updated at least twice yearly.

EVALUATION OF LEARNING SUPPORT SYSTEMS

- Regular and termly reviews of pupils' progress with class and subject teachers at Staff Meetings.
- Termly and annual reviews of Learning Support with Leadership Group.
- Weekly reviews with LSC and Headteacher.
- Feedback from pupils.
- Feedback from parents.

FUNDING

The Learning Support budget is submitted at the end of each academic year to include teaching materials, reference books, staff training courses and computer software and hardware. Subject departments make their budget requests regarding Learning Support and differentiated materials in the usual manner.

DEVELOPMENT OF SPECIAL NEEDS

It should be recognised that Learning Support provision at Holy Trinity School is an ongoing developmental process.

The following policies are related and applicable to Special Educational Needs and will be consulted and referred to in many Learning Support issues:

- Assessment for Learning
- Behaviour
- Curriculum
- Disability and Access
- Equal Opportunities
- Gifted and Talented
- Health and Safety
- Homework/Private Study
- Literacy
- Marking
- Numeracy Learning
- Teaching and Learning

This policy to be reviewed annually.

G. Hurrell
Updated November 2009

APPENDIX 1

LEARNING SUPPORT 2006-07

(Refer also to school documentation for Gifted & Talented)

- The School is selective on entry, although not rigorously so, and strives to be an inclusive environment that can make a positive difference to each pupil. Generally our ability profile is comprehensive and wide ranging.
- All teaching staff receive regular training at staff meetings and Inset in Learning Support strategies for our pupils.
- Teaching staff are familiar with the identification of dyslexia and apply their professional judgement.
- At least three members of staff have both expertise and experience in the area of Learning Support and Special Needs/Code of Practice.
- The Deputy Head (Miss Wright) will lead, review, evaluate and co-ordinate Learning Support throughout the school.

SENIOR SCHOOL

- Small class sizes/generous teacher:pupil ratio.
- Setting by ability in all years and, for all subjects in Years 8 – 11 and for core and practical subjects in Year 7.
- Adaptation of curriculum to suit individual needs.
- Differentiated teaching and learning.
- Pupil tracking from Year 7 – Year 11, active use of MidYis, Yellis and Alis.
- Academic performance and progress closely monitored – grades issued every half term.
- Review and Target Setting Days, formative assessment for learning.
- Pastoral restructuring and strengthening.
- Learning mentor/Peer mentoring.

- One to one and small group help and support available at lunchtime/after school.
- Lunchtime support clinics at in core subjects.
- Extra teacher support in Mathematics in Year 9.
- Dyslexia Institute outreach post, meetings with PW to share strategies.
- Development of IEP/ILPs – monitored and reviewed at Review Meetings by PW and Subject Teachers.

LOWER SCHOOL

In addition to Senior School provision,

- Classroom Assistant's support – in both KS1 and KS2 in class, targeting Literacy and Numeracy, and withdrawn to one to one and group sessions.
- 'Early Bird' Dyslexia session three mornings per week prior to start of school with Deputy Head.
- Further development of ICT and use of appropriate software.
- Expansion of learning support resources.
- LEA provision of SENCO at Foundation Stage. Initial assessment and consultation of appropriate implementation strategies.
- Regular review meetings/liaison with parent.

Amended January 2007