



JUNIOR SCHOOL LEARNING SUPPORT POLICY

Introduction

Dulwich College Junior School is an academically selective independent boys' school that caters for pupils from Year 3 to Year 6. Our aim is to encourage all pupils to be confident, well-motivated learners in order that they achieve their full academic potential.

The purpose of this policy is:

- To ensure all pupils, including those with SEN and/or disabilities can access a broad and balanced curriculum that is differentiated to their needs.
- To ensure a robust system, where all staff are involved in the identification, assessment and individualised provision for any pupil with SEN, learning difficulties and/or disabilities.
- To provide appropriate support for teachers enabling them to meet the learning needs of all pupils.

Definition

Dulwich College Junior School is committed to providing equal access for all pupils to the curriculum and to ensuring that all boys with specific educational needs and/or disability are identified and supported. This Policy is mindful of the recommendations made in the following government legislation:

- SEN and Disability Code of Practice: 0-25 years (January, 2015)
- Children and Families Act 2014
- The Equality Act 2010

Definition of Special Educational Needs and Disability

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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has significantly greater difficulty in learning than the majority of others of the same age, or
- b) has 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 (SEND Code of Practice, 2015).

Whilst Dulwich College is an academically selective school we recognise that specific learning difficulties/differences (e.g. dyslexia) can affect children of all cognitive abilities. We realise that some of our pupils do not have SEN, as defined by the SEND Code of Practice, however, these pupils are nevertheless hindered from fulfilling their potential without tailored recognition of their needs.

Aims and Objectives

- To identify at the earliest opportunity any pupil who may have special educational needs.
- To make clear the identification, assessment and provision process for children with SEND.
- To conduct a regular review of pupils' progress, ensuring our children have a voice in this process.
- To provide personalised levels of intervention and resources to match each boy's level of need.
- To provide pastoral care and support for each pupil so they develop as confident learners.
- To provide appropriate resources and support for teachers to meet the learning requirements of students with temporary or long term specific educational needs.
- To recognise the importance of the parent partnership in the progress of pupils and to involve them fully in the support of their child.
- To identify the roles and responsibilities of staff in providing for children's additional educational needs.
- To provide and direct staff to appropriate training.
- To work in conjunction with any relevant outside agencies.

The Learning Support Department

The Learning Support Department oversees provision for students with additional needs. Whilst this might include pupils with specific educational needs, not all students who receive support from the Learning Support Department have a formal diagnosis of a specific difficulty. In the Junior School we define Learning Support as the provision provided for our boys in any aspect of their learning or development. We provide a considered approach for all levels of need, whether this involves in-class or 1:1 support, examination access arrangements or the monitoring of pupils and the sharing of information. Our response involves a process of assess, plan, do, review. The Junior School Learning Support Coordinator and Head of Learning Support Transition both work in the Junior School. There are also two teaching assistants who work closely with the Learning Support Department and the Form Tutors.

Responsibilities

The Head, Dr Toby Griffiths, the Junior School Learning Support Coordinator, Miss Jane Brind and Mrs Gill Benest, Head of Learning Support Transition, are responsible for ensuring appropriate provision is made for pupils with identified specific learning needs in the Junior School.

Identification and Assessment of Pupils with Specific Learning Difficulties

- Throughout the school year the Learning Support Coordinator works closely with Form Tutors, Heads of Year and the Deputy Head Academic to use school data and anecdotal evidence to identify students who are underperforming or who have discrepancies in their learning. A Record of Concern sheet is filled in. If there is a possibility that poor scoring is an indication of a specific learning difficulty the Learning Support Coordinator will collate evidence, observe the pupil in class and possibly screen for indicators of an additional need. Parents will be contacted as it is important to gain a full picture of a child's educational and developmental history in order to decide what course of action to take.
- If at any stage throughout the year a parent raises a major concern about their son the Learning Support Coordinator will arrange a meeting to discuss their son's educational and developmental history. An appropriate course of action will be decided upon and this might include some screening assessments. The Learning Support Coordinator can be contacted by email or by telephone to arrange an appointment.
- If it is thought necessary, a referral to an external agent might be recommended. The College maintains close links with various outside agencies, including educational psychologists, occupational therapists and clinical psychologists. Parents are required to pay for assessments. If an educational psychological assessment is proposed we recommend the educational psychologist comes to the College to work with the child. Upon receipt of the completed report, the school endeavours to implement all reasonable recommendations.
- If at any time during the school year a pupil is displaying social, emotional or behavioural difficulties that impact on their progress in school, parents are contacted by the Deputy Head Pastoral and an appropriate course of action is decided upon. For example, support might be provided by the school counsellor and additional support from the Learning Support Coordinator might be put into place if there is a temporary barrier to the pupil's learning. If it is thought necessary, a referral to an external agent might be recommended.
- Parents of new pupils with an existing learning difficulty/difference, and who have a report from an educational psychologist or other professional agency, will meet with the Learning Support Coordinator in the first few weeks of the academic year. Their son's profile will be discussed as well as the level of support that can be provided.

The Learning Support Register and Learning Profiles

Upon receipt of the written report from an educational psychologist or other external agency, the following procedure is implemented:

- The pupil is added to the Learning Support Register. This is circulated to all members of staff. This is updated throughout the year and pupils new to the register are discussed at staff meetings and in year group meetings. The register is on iSAMS.
- A Learning Profile is written for the pupil using the information in the specialist's report. This outlines any specific difficulties, the pupil's strengths and weaknesses and recommendations to help staff understand the pupil's profile and their areas of need.
- Occasionally Learning Profiles are written for boys because they receive support in either a small group or on an individual basis. These boys might not have a report from an external agency, but a report might be recommended in the future. They are written to ensure these boys are closely monitored.

Meeting Pupils' Needs

The school acknowledges the four main categories of special educational needs identified in the SEND Code of Practice (2015) and the support we give might fit into one or more of these categories. It is worth noting there is some overlap and we recognise that students rarely fit into one category.

- Communication and interaction - this includes pupils on the autistic spectrum as well as pupils with expressive and receptive language difficulties etc.
- Cognition and Learning – this includes children with specific learning difficulties. E.g. Dyslexia, dyscalculia, dyspraxia, ADHD etc.
- Social, emotional and mental health – this includes children who are withdrawn, children who are hyperactive or who lack concentration etc.
- Physical and sensory needs - this includes children with a physical disability, a visual or hearing impairment as well as pupils on the autistic spectrum etc.

Support

Pupils identified with a specific learning difficulty/difference will generally have a weekly, individual lesson with the Learning Support Coordinator. However, it should not be assumed that all boys on the Register require out of class support as their needs are appropriately met in the classroom. These children continue to be very closely monitored and their needs continually reviewed. The Learning Support Coordinator also liaises with the Deputy Head Pastoral to monitor pupil's wellbeing and self-esteem. The school has a counsellor who can work with children with emotional difficulties and we understand that such difficulties

might impact on a child's learning. We recognise that some pupils require support throughout their time in the Junior School, whilst others may require support for a limited period.

- The timing of individual lessons is carefully considered in consultation with Form Tutors and wherever possible, pupils do not miss any core curriculum lessons. Timetabling of lessons is regularly reviewed. Parents are not required to pay for Learning Support Lessons.
- The Learning Support Coordinator discusses the level of support that is provided on a regular basis with Form Tutors. Where a change to the level of support is recommended the Learning Support Coordinator will contact parents. The Junior School can arrange for external agents (e.g. Speech and Language Therapists or Occupational Therapists) to deliver specific support programmes at school. The cost of such additional support is the responsibility of parents.
- Pupils are encouraged to use a laptop in school where a need has been established and in most cases its use has been recommended by an educational psychologist or occupational therapist. However, pupils must be able to touch-type before using a laptop on a daily basis. The school runs an after school touch-typing club run by an external agency and parents are required to pay for the club.
- In addition to meetings with parents throughout the assessment process, the Learning Support Coordinator is available for individual appointments at Parents' Evenings. A report is written at the end of the Summer Term.

Education, Health and Care Plans

Dulwich College Junior School will support pupils with EHC Plans who the school feels will be able to benefit from the academic education it provides. The pupil must be able to pass the assessment criteria once appropriate access arrangements have been put in place, and where the school can provide for the pupil's needs by making reasonable adjustments.

Evaluation of Provision

The Learning Support Coordinator meets Heads of Year and Form Tutors twice a term to review pupils' progress and the effectiveness of the provision provided. The Learning Support Coordinator uses school data to monitor the progress of pupils as well as formative (e.g. school reports), summative (e.g. test results) or anecdotal evidence at the end of each term. The Learning Support Coordinator meets with parents and pupils throughout the year to evaluate the effectiveness of provision before making decisions regarding future support.

Links with Teaching Staff

The Learning Support Register and the boys' Individual Learning Profiles are kept on iSAMS and both are accessible to all staff. When a new specialist report is received the Learning Support Coordinator will discuss

the findings with the Form Tutor, pupil and parents. A Learning Profile for that pupil is then drawn up to ensure that all staff know the following:

- The pupils in their lessons who have an identified educational need/difficulty.
- The nature and extent of each pupil's need/difficulty so that support and differentiation can be provided.
- Suggested teaching strategies to target the pupil's needs.

We acknowledge that the SEND Code of Practice (2015) states that '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'. All staff are expected to have an awareness and understanding of the impact of specific learning profiles on the pupils in their care.

Specialist Resources and Equipment

All pupils have access to a range of resources to support their learning. In situations where specific equipment has been recommended as part of an assessment procedure, the school will, where reasonable, endeavour to purchase specialist resources and equipment.

Arrangements for Admission

Dulwich College is an independent, academically selective boys' school, where all prospective pupils are assessed equally on the basis of competitive examinations for Y3 and entry into Y4 or Y5. Any relevant reports from an Educational Psychologist or an Individual Education Plan are requested to assist in planning any special arrangements during the admissions assessment, such as extra time and/or use of a laptop. Access arrangements will be provided for a candidate with a physical disability where there is evidence that support is required to allow him to participate fully and fairly in the entrance procedure.

(See Admissions Policy)

Extra time and Access Arrangements for examinations

In internal school examinations additional time or special arrangements will be given to students with SEND or additional needs who meet the criteria set out by the Joint Council for Qualifications (JCQ). For example, some children might have an extra time recommendation following an educational psychological assessment or a specialist teacher's report.

Children for whom English is an Additional Language

In order to cope with the demands of life in the Junior School pupils have to be sufficiently proficient in their use of the English language in the entrance examination. We do not consider our pupils as having special educational needs because they have English as an additional or second language. However, if we feel their

understanding and use of English impacts on their learning we consider whether the pupil might have additional needs. The Junior Learning Support Coordinator is able to tap into the expertise of the Head of EAL at the College if additional specialist advice is required. A copy of the Junior School's EAL policy can be requested.

Transition

The school aims to liaise with feeder schools about new pupils with SEND or additional needs entering at 7+, 8+ or 9+ and Mrs Gill Benest is Head of Learning Support Transition. Reports and information are requested from feeder schools at the point of transfer. Reports and Learning Profiles are also passed on to the Lower School and pupils' needs are discussed with the Lower School Learning Support team to promote a smooth transition.

To be read in conjunction with the whole school Learning Support Guide Policy.

Reviewed September 2017

Next review September 2018