

LEARNING SUPPORT

DESCRIPTION, PRACTICE AND PROCEDURE FOR ALL TEACHING STAFF

AIMS

The Learning Support Department aims to:

- Identify pupils with SEND;
- Keep an up-to-date SEND Support Register;
- Ensure staff have a good awareness of needs and strategies;
- Ensure pupils have relevant Access Arrangements;
- Provide additional support for pupils with more severe needs;
- Work in collaboration with external agencies and the Local Authority (LA) with regards to supporting a pupil with a Statement of SEN, transition arrangements (Annual Transfer review from a Statement to EHC Plan) as well as Annual review of EHC Plan.
- Gather and share views with parents, pupils and teachers;
- Provide training on SEN to teachers;
- Emphasise a whole-school approach.

“Teachers are teachers of all pupils, including pupils with SEN or Disability.”

The staff work together to nurture the pupils at The John Lyon School whatever their needs in order to encourage and help each pupil to achieve their full potential.

DEFINITION: SEND CODE OF PRACTICE (JANUARY 2015)

For a full definition, please see the [DEFINITION](#) in the SEND Policy.

DEPARTMENTAL STRUCTURE

The Learning Support department consists of:

- Ms Sophie Blanchard Dip. RSA SpLD (Level 7) – Head of Learning Support (SENDCO) Access Arrangements Assessor and Specialist Teacher for all year groups
- Mr Robert Ellis-Paul BSc Physical Science and PGCE – Learning Support Teacher
- Mrs Nicky Walker CertEd English with Specialist Subject/ESOL – EAL Co-ordinator and teacher – Part-time

The main aim is to identify and support pupils with SEND (Specific Educational Needs and Disability) and EAL (English as an Additional Language) in collaboration with parents and teachers. Pupils are highly encouraged to be actively engaged in their learning and progress. The Learning Support Department also provides teachers with feedback, information and training regarding SEN.

The Inclusion Team chaired by the Head of Learning Support incorporates staff responsible for counselling and welfare, so that information about pupils is more holistic and the dispensing of it to the staff as a whole is more accurate. The Inclusion Team meets every two weeks as well as when needs arise, collates information and records minutes of the meetings. If safeguarding issues are discussed, Lynne Plummer (Designated Safeguarding Lead) will be invited to the meeting.

Personnel incorporated from September 2017 will include:

Ms Sophie Blanchard (Chair), Head of Learning Support

Mrs Francine Attar, Learning Support teacher

Mrs Laura Herman, School Counsellor

Ms Charlotte Robinson, School Nurse and a Deputy Designated Safeguarding Lead

REGISTRATION OF PUPILS

Learning Support Pupil Profiles:

Each academic year the Learning Support department compiles a Pupil Profile for all boys in the School who have been identified with specific learning difficulties and/or disability or other possible conditions (e.g. medical/psychological) which might impact upon their overall performance in school, both academic and otherwise.

The Pupil Profile highlights:

- The types of need;
- Areas of strength and weakness;
- History of need and support;
- In class strategies;
- The pupil's views and desired outcomes;
- Access Arrangements (if relevant);
- Learning Support Plan (if relevant).

A short summary of the Pupil Profile is also available on iSAMS.

Most pupils' needs are met by subject teachers in class. Pupils with learning difficulties and/or disability whose needs are met in class and do not require additional support will be on the Grey Star Register.

Each member of the academic staff should access this register to note the pupils they teach and the learning needs which attach to them. Some of these pupils might also be on the Able, Gifted and Talented lists as well as the EAL list.

Pupil Profiles can be accessed on iSAMS and on the R: Drive:

The list of boys with current Access Arrangements can be found on the R: Drive:

R:\SEND\ACCESS ARRANGEMENTS 2017-2018

The list of boys with learning difficulties and or disability can be found on iSAMS and on the R: Drive:

R:\SEND\SEND Support Register 2017-2018

SEND Support Register:

The SEND Support Register will comprise boys who have *significantly greater learning difficulty or physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities* (as per new SEND Code of Practice 2015). Pupils on the SEND Support Register require additional support (Significant/Severe difficulties/Yellow and Red Star). Boys can be added or removed from the SEND Support Register at any point by the Head of Learning Support during their school career.

	Category	Criteria	Information available
Grey Star 	Not on SEND Support Register	Do have SEND (eg SpLD) but needs can be met by classroom teacher with normal classroom differentiation	Pupil Profile iSAMS SEN Page Access Arrangements (AA) List (if relevant)

Yellow star 	On SEND Support Register	Needs require some type of (ongoing) additional support “School Support”. Outside agencies may be involved	Pupil Profile iSAMS SEN Page AA List (if relevant)
Red Star 	On SEND Support Register	Severe needs that require significant level of (ongoing) additional support. (EHCP, or “School support”) Outside agencies may be involved	Pupil Profile iSAMS SEN Page AA List (if relevant)

SCREENING

A Screening at Entry test takes place during the Induction day in September each academic year for all Year 7, 8 and 9 new boys joining the school in September and at another time if they join later.

Screening at Entry for new boys Year 7 to Year 9 (Informal test/40 minutes).

The aim is to assess writing skills (spelling, sentence structure, vocabulary, handwriting as well as use of punctuation and capital letters), common sequences (months, alphabet, times tables), basic maths, reading and following instructions carefully as well as speed of work.

Possible difficulties related to dyslexia, dysgraphia, speech and language as well as processing speed can be highlighted.

The Screening at Entry also includes an ‘All About Me’ written task where pupils can reflect on their learning and experiences in their previous school.

Year 7 and Year 9 Formal Reading Comprehension Test (Access Reading Test/30 to 40 minutes).

All year 7 and Year 9 boys do the test on a computer. The Reading Comprehension screening test is administered by the English department. The aim is to assess Reading Comprehension (Vocabulary, Literal Comprehension, Inference and Analysis). The results can help highlight boys at risk (weak reading skills and/or slow speed of work) as well as boys who do really well. The results enable to compare different areas of strength and weakness (within a class and/or across the year group). The data is shared with all subject teachers.

Follow up:

The Learning Support teachers will mark the scripts and follow up with those that cause concern. The Learning Support teachers will also email subject teachers in order to gather more information regarding possible difficulties observed in class.

If concerns are raised by members of staff, parents will be informed and further internal Learning Support assessments might be offered.

If concerns are raised by parents, teachers should take note of the concerns and pass the information onto the Learning Support department who will then get in touch with the parents in order to further discuss the issues.

MONITORING AND ASSESSMENT

Having accessed the data attached to each boy, a member of staff's mark book or class register should then indicate the boys he/she teaches who are listed.

Subject teacher assessment of such boys might be adjusted slightly according to the pupil concerned, particularly effort marks, having considered the pertaining learning difficulties.

CLASS TEACHING

“Teachers are teachers of all pupils including pupils with SEND.”

Each member of staff should pay heed to particular strengths or weaknesses attached to the boys they teach. For example teachers might allow extra time in tests, facilitate note taking, encourage the help of other dedicated pupils and/or might adapt a seating arrangement depending on need.

In addition to reasonable adjustments for boys with SEND with regard to work (timing/deadlines/length of response etc. whatever might be appropriate), each member of the teaching staff should actively consider fair marks and reports for a pupil with SEND with due regard for his learning difficulty.

Giving sufficient thought to what works with a pupil with learning difficulties will, in many cases, be of assistance to the whole class and help the success of the lesson for all pupils.

This is in accordance with the SEND Code of Practice (2015) which states that teachers are responsible for teaching pupils with SEND through Quality First Teaching. Please do refer to the Pupil Profiles.

SMSC (Spiritual, Moral, Social and Cultural) development of pupils is an integral part of the Learning Support department's ethos. One of the key aims of the department's work is to promote **wellbeing, self-esteem and self-confidence** so that pupils become active learners. Pupils are encouraged to express their aspirations in order to prepare for adulthood and find adequate support strategies.

The Learning Support department helps pupils become aware of their individual areas of strength and weakness. The pupils are actively encouraged to **self-reflect** on their achievements inside and outside school. They are also encouraged to think how they can further progress. This enables pupils to **nurture** their abilities and become motivated and independent learners who will, hopefully, make a positive impact on society.

Pupils set their own priorities for their learning support needs as well as outcomes after discussing various options with the Learning Support teachers. This is to help them with self-monitoring their behaviour and ultimately to help them **take responsibility for their behaviour** during lessons, at school, at home, in their community, in the U.K and as a citizen of the world.

Pupils who receive support from the Learning Support department may have a physical difficulty or may have difficulty with distractibility, organisation skills, retaining information, retrieving information, speed of processing and/or slow reading and writing speed.

Pupils with social communication and language difficulties (for example diagnosed or traits of ASD (Autistic Spectrum Disorder)/Asperger Syndrome) may experience difficulties with social communication and will need support for understanding social rules and expectations, idioms and body language as well as possibly support for life skills. It is important for teachers to value what autistic pupils can do rather than cannot do. Thanks to teachers' empathy and support, autistic pupils or pupils with social communication difficulties will feel valued and included. Being aware,

encouraging communication and establishing a sense of trust are fundamental for promoting well-being and progress.

SMSC development helps autistic pupils understand and navigate the cultural and social world around them.

Teachers must be aware that anxiety as well as sensory processing difficulties may result in meltdowns (visible or hidden) which might also significantly impact on autistic pupils' well-being (mental and/or physical), self-esteem, behaviour and learning.

The Learning Support teachers aim to work closely with subject teachers so that pupils can practise their revision/study skills or consolidate their understanding and knowledge of topics learned in subject lessons. As a result, pupils also get exposed to topics in all areas of the curriculum where SMSC development is reinforced. During the Learning Support lessons, pupils also participate in research projects (about global warming, time spent on video games, social media, cinema/television...), they discuss topics covered in the news (right to die, elections, refugees...) and they refer to various maps (world, London or the U.K.). Pupils are encouraged to speak freely and to respect each other's opinion. Any discriminatory or extremist opinion will be challenged.

The choice of texts for reinforcing reading skills encompasses articles about deforestation, food industry and healthy diets, why people climb Mount Everest, struggle for justice (Suffragettes, hunger strikes, Human Rights...). Pupils reinforce their writing skills by writing letters to MPs about protecting the environment (research on environmental issues, Houses of Parliament, Rights as a citizen in the U.K., finding the name of local MP), a letter to the Head about setting up a club that could benefit the pupils at school (planning skills, awareness of others) or arguments (impact of tourism, recycling...).

The Learning Support lessons facilitate vertical grouping (older pupils may help younger pupils and act as a role model) as well as cooperation and tolerance between peers. The Learning Support teachers also discuss ideas and give examples of SMSC development in their own work as a role model.

The Learning Support Department impacts on SMSC across the School by ensuring staff are fully aware of any students with disabilities. This is important because some pupils may suffer from low self-esteem as a result of their disability. All members of staff embrace the need for **equality, respect and positive views** on pupils with learning difficulties and disability (as per the [Equality Act 2010](#), SEND Code of Practice 2015 and school's policies). Teachers also encourage and ensure students in the school to understand disability and treat their peers in a positive, respectful and inclusive manner (for example in lessons, during PSHE lessons, Tutor time and assemblies).

A portion of pupils with SEND may be **vulnerable** pupils. **All** members of staff including Learning Support teachers, the School Nurse (also a Deputy Designated Safeguarding Lead), the School Counsellor and the Careers Advisor, must pay particular attention (as per the **Prevent strategy**) and raise concerns to the Designated Safeguarding Lead as per the school policies.

INDIVIDUAL/SMALL GROUP - TEACHING/INTERVENTION

Where necessary, boys can be withdrawn from timetabled lessons to receive specifically tailored help in the Learning Support room from one of the Learning Support teachers. The Learning Support and EAL lessons can be short term or ongoing depending on needs.

Year 7 to Year 9: Learning Support is mainly focused on reading accuracy, reading comprehension, spelling, planning/writing skills, maths, organisation skills and revision skills as well as awareness of areas of strengths and weaknesses/metacognition.

Year 10 and Year 11: The main focus is on study skills and exam arrangements.

Sixth Form: The main focus is on study skills and exam arrangements.

Support with Social Communication is also offered to pupils who may find interacting with peers and expressing their needs difficult. Counselling and advice sessions with the School Counsellor can also be offered to pupils with an emotional profile that impacts on learning. The AGT Co-ordinator and Head of Scholars might also choose to provide specific lessons for boys from the Able, Gifted and Talented list.

INTERNAL EXAMINATIONS

Extra time, the use of a word processor or other reasonable considerations will be used in internal tests and examinations to enable pupils with specific learning profiles to perform to their potential. The list of pupils with exam arrangements is available on the R: Drive and is also circulated by the Learning Support department and the Exams Office.

ACCESS ARRANGEMENTS

Evidence of need from the teachers alongside formal assessments are usually carried out in Year 10 for GCSE courses, in compliance with the JCQ requirements for Access Arrangements. Subject teachers will also need to provide evidence of need (for example Extra Time) in class and in exams as a normal way of working. The Head of Learning Support/SENCo will collate all the information gathered and arrange for the Exams Access Arrangements. A pupil is not allowed extra time if there is no evidence of need in school.

Sixth Form boys who had Access Arrangements previously for their GCSEs will have their arrangements reviewed in September/October to see if they continue to meet the arrangements. New Sixth Form boys joining the school who had Access Arrangements will be meeting with the SENCo in order to review their arrangements.

The regulations are very strict and arrangements may not apply in every subject.

The Learning Support department has successfully passed the inspection every year thanks to a good collaboration between the Learning Support team, the Exams Officer and the subject teachers.

Further information and a list of boys with Access Arrangements can be found on the R: Drive: [R:\SEND\ACCESS ARRANGEMENTS 2017-2018](#)

If you have concerns about a boy's speed of working, it is important that you raise this as early as possible.

REFERRAL

Members of the teaching staff who are concerned about a boy's progress in their subject or have suspicions of specific learning difficulties should in the first instance communicate to the boy's Form Tutor, whilst also keeping the Learning Support Department aware of any issues. Parents might also raise their concerns. Please inform Ms Sophie Blanchard (Head of Learning Support/SENCo) who will arrange time to discuss the matter with the subject teachers followed by a meeting/conversation with the parents.

Please do contact us if you would like to talk about a specific pupil.

STAFF TRAINING

The Learning Support department aims to keep staff updated regarding new research and in class strategies for students with learning difficulties and/or disability.

The Learning Support Department offered training on Tourette Syndrome, OCD (Obsessive Compulsive Disorder) as well as ASD (Autism Spectrum Disorder) and is planning on offering further training on dyslexia, executive functioning skills (organisation skills, motivation, time management), professional learning development as well as the importance of gathering pupils' views

The department is happy to talk to staff if they have any queries.

*Updated SCB
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