



## ST LAWRENCE COLLEGE JUNIOR SCHOOL

### **Learning Support Policy (including SEND)**

*This policy is applicable to all pupils, including those in EYFS.*

**SLCJS offers a secure, supportive, caring environment, based on traditional Christian values, in which children are given every opportunity to fulfil their potential. Academic expectations are high, but realistic and open-minded, and a dedicated team of teachers puts children first and seeks to find something special in everyone.**

*“The purpose of education for all children is the same; the goals are the same. But the help individual children need in progressing towards them will be different.”*  
(Warnock Report 1981 paragraph 1:4)

All teaching today needs to address inclusion, recognising that, “*every child has unique characteristics, interests, abilities and learning needs*”. (Salamanca 1994, p.viii).

All children should have equal opportunities in all aspects of life. This is supported by the Equality Act 2010 whereby anyone with a learning disability is entitled to full access to the National Curriculum.

Since September 2014, in addition to the new *SEND Code 2014*, the new EHC plans have been introduced nationally. This also applies to the EYFS setting. The requirements outlined in the new *SEND Code 2014* apply to all children in EYFS, including those in the independent sector, and are followed accordingly. Currently we have no children who have a statement of special educational need or who hold an EHC plan, although have made applications as required: one of these has been granted and the child has since left, planning a move to a special school; another application is still awaiting a decision. The *SEND Code 2014* also contains advice and guidance concerning Equality Act duties, which will be useful to independent schools is incorporated into this Learning Support policy.

**All teachers are teachers of additional educational needs.** We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. Therefore the '**Assess, Plan, Do, Review**' approach to SEND sits well with current practice at SLCJS, as we are always discussing individual pupils and how we can best support them. **CPD in this has been delivered to the whole of SLC, including EYFS**, with Junior and Senior school Learning Support Coordinators working together. **Throughout SLCJS, including EYFS, where a child appears to be behind expected levels a LIFT referral or Early Help referral is actioned.**

Accordingly, if the pupil does not make adequate progress even when teaching approaches are targeted at a student's identified areas of weakness, then the student may be identified as having SEN, and require 'Learning Support'.

AG&T (Able, Gifted and Talented) and EAL (English as an Additional Language) needs are also covered by Learning Support at SLCJS. Teaching such children is therefore a whole school responsibility. As with all aspects of Learning Support, SLCJS has a QFT (Quality First Teaching) approach to supporting all pupils, with frequent advice from the Learning Support Coordinator. This is through a weekly slot at staff meetings, learning walks in the Lower School, weekly meetings with the Lower School based learning support teacher, and regular checks and emails. **This helps identify support strategies required, including access arrangements for exams.** The AG&T policy is a separate document that falls under the responsibility of the Learning Support Co-ordinator – see the AG&T policy. This helps to ensure appropriate measures are in place for those pupils with dual exceptionality, i.e. they fall into both SEND and AG&T categories. All children with Learning Support needs are entered on the Learning Support Register, with the area/s of need clearly identified. The level of need is identified as 'monitor', 'support' or 'SEND', ensuring that SEND is only entered where the term applies. This reflects our staged approach and helps to ensure all needs be met. Learning support can mean a range of strategies and interventions, including: a coloured overlay, or screening sheets to help pupils to access texts; targeted TA support; a tick sheet to help a child to remain focussed; a move 'n' sit cushion and small group or 1:1 withdrawal. A child is described as SEND if s/he has a diagnosed SEND or has been referred on for diagnosis. The use of a tick sheet is one way in which children with SEND such as AS or ADHD can be supported to maintain appropriate behaviour as well as focus. The register is available to all staff through the intranet.

### **Special Educational Needs and Disabilities:**

Children have Special Educational Needs and/or Disabilities if they have a learning need that requires additional education provision to be made for them. Children have a special educational need if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- (c) Are under compulsory school age and fall within the definition of (a) or (b) above or would do so if additional educational provision was not made for them.

### **English as an Additional Language (EAL)**

Although children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught, provision will need to be made to ensure that such children can access the curriculum. Thus monitoring children with (EAL) will fall under the responsibility of the Learning Support Co-ordinator.

In line with section 5.30 of the CoP, due care will be taken to ascertain whether any learning delay is caused by English being an additional language or SEN. This is true for all EAL pupils, **especially those in EYFS**

Current Provision for EAL:

- There is provision for EAL pupils in the Upper School to receive support in a small group, focusing on: inferred meaning in text and spoken English, cultural understanding, grammar, syntax and key sounds (which are problematic for Nepali and Chinese pupils). A teacher with a specialist EAL qualification is available to assist with this provision.
- In the Lower School, EAL pupils benefit from TA support in the classroom as required. If their needs are identified as significant, teachers discuss strategies with the Learning Support Co-ordinator.
- Form teachers are requested to identify any EAL pupils at the start of each academic year and pass this information to the Learning Support Co-ordinator to be added to the EAL

section of the register. The register is kept updated and available to all staff as stated above.

- The Learning Support Co-ordinator advises staff on appropriate classroom strategies. There are weekly staff meetings when specific needs can be identified and strategies discussed.
- The needs of EAL pupils is a developing area of focus in the LRC, where books in French and Spanish have been introduced. EAL pupils' cultural/religious needs are also being recognized by the building of a wider range of books about world faiths.
- As with all Learning Support, this will vary according to the needs of the EAL pupils in the school. As appropriate and when possible, children from the Upper School make weekly visits to children in the Lower School who have the same home language.

In addition, the Senior School has a dedicated EAL provision. The Learning Support Co-ordinator liaises with members of the Senior School EAL team for advice and support as necessary. This includes discussing individual pupils and their EAL needs on transfer to Senior School and ensuring that appropriate documentation is passed on to the Senior School EAL team, should any EAL pupils have annual reviews due to SEND needs. EAL pupils have the same welfare provision as all pupils at SLCJS.

As the majority of EAL students are boarders, Learning Support works closely with the Boarding Mother regarding support in the evenings, including visiting the boarding house a minimum of 3 times a year and training new gap tutors how to work with the boarders.

**NB** Any medical needs are supported via the Medical Centre.

## **OBJECTIVES**

- To ensure that all children in school are encouraged, valued and accepted equally, regardless of their ability or behaviour.
- To ensure that all children with Learning Support Needs have access to the curriculum to which they are entitled.
- To implement the Assess, Plan, Do, Review cycle, in accordance with the CoP.
- To identify at the earliest opportunity using agreed school criteria those children with SEND.
- To work with any relevant external agency to support SEND, as required.
- To ensure individual provision for any child requiring learning support, which is additional to or different from the differentiated curriculum plan.
- To recognise under-achievement and to seek to remove it.
- To train staff and to provide for these aims to be achieved
- To audit provision through The Quality Standards.

## **IDENTIFICATION OF PUPILS' NEEDS**

Pupils' needs should be identified at the earliest possible stage by a range of means to include:

- Taking account of any reports or assessments made prior to children starting school
- Standard assessments

- Ongoing assessments
- Specific assessments as required
- Teacher observation
- Listening and responding to parental concerns

### **RESPONSIBILITIES OF THE LEARNING SUPPORT CO-ORDINATOR (Hélène Cohen)**

NB The Learning Support Co-ordinator is the designated 'SENCO', with responsibility for SEND throughout SLCJS, including EYFS

The Learning Support Co-ordinator will co-ordinate the provision of education for pupils SEND by:

- Monitoring the implementation of the policy
- Monitoring individualised provision
- Advising and supporting staff
- Ensuring that appropriate support strategies are in place for identified pupils.
- Organising and attending Review Meetings where appropriate
- Establishing a positive relationship with parents to ensure their confidence in the Learning Support provision for their children, in line with the Lamb Inquiry
- Liaising with parents of pupils with SEND, in line with the Lamb Inquiry
- For boarders, liaising regularly with the Boarding Mother, if unable to liaise directly with parents
- Ensuring Junior School SEND requirements and provision are part of the College's Accessibility Plan

The Learning Support Co-ordinator will:

- Keep the school's Learning Support register up-to-date and oversee the records of all pupils with Learning Support Needs. The format of the register is as outlined above (p.2).
- Report to the Head of the Junior School twice a year
- Report to staff at weekly meetings as necessary
- Make weekly visits to Lower School, including **EYFS** to observe, monitor and advise as needed.
- Liaise, weekly, as necessary, with the SEND specialist LSA in the Lower School, regarding Lower School pupils.
- Attend meetings of the Accessibility Working Group where possible.

Whilst SLCJS does not generally use IEPs, we would do so if needed for children with either an EHC plan or a statement of educational need. There are pupils who will have these issued through another service, accessed either by the school or by parents, and the targets set are worked towards accordingly. The main service used by SLCJS is SaLT (Speech and Language Therapy) who visit us to assess, set targets and advise.

Learning Support is in the process of developing a 'To support my learning I need...' system for children requiring Learning Support. These are agreed with the pupil and parents, then stuck in the pupil's exercise books/planner. This serves as a reminder for teachers of support strategies for that pupil and gives the pupil a voice to request the support if it is not in place. **This records support for pupils.** This will link in to the new assessment and reporting system.

The Learning Support Coordinator holds meetings with individual parents throughout the year, as needed. These can be requested by the parent or the Learning Support Coordinator. The meeting notes are shared with parents, who sign a copy, as does the Learning Support Coordinator, so that both home and school are aware of any key matters discussed, outcomes and action points.

Assessments and screenings can be requested by teachers or parents. As pupils get older, they may raise a concern directly with the Learning Support Coordinator. This will then be communicated to the parents and acted upon accordingly. Assessments include a 10 minute free write, on a termly basis, to track pupils' speed and quality of writing. All pupils from Year 2 to Year 6 complete the free write, with pupils in Year 1 starting this process in their final term. This includes a full spelling analysis in a real writing situation. This helps to identify pupils for support who may otherwise 'slip through', as well as **recording SEND pupil progress, and providing evidence of need for additional time/scribe in exams**. Analysis of the free write also includes language, grammar, composition and punctuation, which helps to identify pupils with EAL or SLCN difficulties. Reading assessments, such as PiRA, are conducted twice a year for all pupils, helping to monitor SEND pupil progress as well as that of all pupils. If needed, a further individual screening is conducted, using the YARC or Wordchains. This helps to **identify pupils who require a reader in exams**.

**The Learning Support Coordinator helps advise for risk assessments for school trips** to ensure that pupils with SEND that impacts on their mobility, behaviour, or the way they handle change, such as AS or ADHD, can have their needs met on such occasions.

Provision for AG&T is also under review. SLCJS has taken a provision for all approach, including TLS (Thinking & Learning Skills) on the curriculum, a TLS approach to much of the general classroom learning in addition to enrichment days and a wide variety of Saturday morning activities. SLCJS has introduced and is developing a 'Growth Mindset' approach, to ensure that provision is wide and varied. Music, Art and Sports talents are provided for through the existing outstanding and broad range of curricular and co- curricular opportunities.

## **ROLE OF THE HEAD OF THE JUNIOR SCHOOL**

The Head of the Junior School has responsibility for the day-to-day management of all aspects of the school's work, including provision for the children with SEND. The Head should keep the governing body fully informed.

## **RESPONSIBILITIES OF TEACHERS**

Teachers of children with SEND will:

- Plan, monitor and teach an accessible curriculum
- Manage classroom support
- Set suitable learning challenges
- Respond to pupil's diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- Deliver Quality First Teaching, using given strategies to support individuals within their form
- Contribute to the Assess, Plan, Do, Review cycle.

## **COMPLAINTS**

Where concerns arise, parents should follow the school's Complaints Policy (available to parents on the school's website). However, in the case of a child with SEND, the first point of contact for parents may be the Learning Support Co-ordinator rather than the child's form teacher/tutor.

## **PARTNERSHIP**

Staff should seek to work with parents and take account of their views.

Parents will be informed if their child is identified as requiring Learning Support, including SEND.

Parents' Meetings are held every term, at which parents are invited to discuss their child's progress with the form teacher/tutor (and, once a year in the Upper School, with every subject teacher). Parents are encouraged to make additional appointments to meet teachers as required. Parents of children requiring Learning Support are invited to meet the form teacher/tutor and Learning Support Co-ordinator as required and those with SEND are invited to an annual review each academic year. Transition review meetings are arranged at transition times for all pupils requiring Learning Support, with an emphasis on those with SEND.

The school maintains firm links with support services i.e.

- Educational Psychology services (East Court Assessment Centre)
- Child and Adolescent Therapy/Mental Health (CAMHS, Orchard House)
- Speech and Language Therapy service (Eastern and Coastal Kent NHS)
- Early Years Development Team – LIFT
- Early Help
- School Counselling
- Play Therapy
- School Nurse

## **MORE ABLE PUPILS**

We aim to challenge all pupils. More able pupils will be identified, added to the Learning Support register and receive differentiated work in respective curriculum areas as well as being given the opportunity to develop higher order thinking skills and open ended investigative work. (See AG&T policy)

## **ASSESSMENT ARRANGEMENTS (IDENTIFICATION AND ALLOCATION OF RESOURCES)**

The school has one Learning Support Co-ordinator (SENCO), who has an amount of time, dictated by teaching staff provision, allocated to:

- Visit classes to assist class teachers in identifying and assessing Learning Support concerns
- Setting targets matched to ability of child (using P scales if necessary to do this in KS1 and KS2)
- Provide an amount of individual support to children
- Work with small groups of children (within or outside of the classroom)
- Provide diagnostic and standardised tests
- Maintain an inventory of Learning Support resources for staff

- Advise on the writing of support strategies and targets
- Liaise with parents of children with SEND
- Support and advise staff on specific areas of Learning Support
- Allocate in class support for pupils' learning through TA, LSA and Learning Support Co-ordinator

The school also has an Assistant Learning Support Co-ordinator, part-time Specialist LSA (Learning Support Assistant), a part-time LSA, and 2 part-time Teaching Assistant whose duties include supporting the Learning Support Dept, who have an amount of time allocated to:

- Conduct screening assessments
- Provide an amount of individual support to children
- Work with small groups of children (within or outside of the classroom)
- Deliver targeted programmes to identified groups of children
- Support the Learning Support Co-ordinator with administrative tasks

The Assistant Learning Support Co-ordinator is based in the Lower School, so that there is a clear Learning Support presence throughout the entire Junior School, including for EYFS. Duties include liaising with, supporting and advising staff and parents on specific areas of Learning Support, as well as regular meetings with the Learning Support Co-ordinator, weekly when time allows, to discuss specific children and to ensure that the register is up to date.

Pupils will be placed on the register or remain on the register if members of staff feel that the child's progress needs to be closely monitored and they have a more generalised concern. Where this is the case, it is stated on the register.

Full use is made of classroom and school resources before drawing on external help.

If the progress of a child is giving cause for concern, the class teacher involves the Learning Support Co-ordinator through weekly staff meetings, email or, especially in the Lower School, through the specialist LSA

The Learning Support Co-ordinator analyses test results during the year of all children.

This assists in determining the type of support that is arranged for the child, e.g. in-class support by an assistant, withdrawal support, behaviour modification programmes, use of specialist equipment or alternative teaching methods etc.

This information is also used in deciding when to involve an outside agency.

Records such as: reports, test results and targets etc., are kept in confidential individual pupil files by the Learning Support Co-ordinator.

Targets are regularly reviewed.

### **ARRANGEMENTS FOR PROVIDING ACCESS BY PUPILS WITH SEND TO A BALANCED AND BROADLY BASED CURRICULUM, INCLUDING THE NATIONAL CURRICULUM:**

The curriculum is inclusive (see curriculum policy). Lessons and classrooms are organised so that children are not excluded.

Good differentiation is shown in the class teacher's planning.

There is an understanding that every teacher is a teacher of SEND.

The school follows the 'Waves of Intervention' model, with a focus on the initial stage of 'Quality First Teaching' (QFT). This supports the 'Assess, Plan, Do, Review' cycle:

- Wave 1 - in class support strategies available to all pupils. Regular in class observations and discussion between teachers and Learning Support Co-ordinator lead to weekly 'Helpful Hints' from the Learning Support Co-ordinator, which help to develop the best QFT for the current pupils' needs. General TA and LSA support is available to all pupils.
- Wave 2 – small group targeted support delivered by TA, LSA or Learning Support Co-ordinator as appropriate. Usually in the form of 'catch up' programmes, this intervention is used to help those with a specific area of concern that cannot be met through QFT. The object is to get the pupil back into class, able to then access the curriculum through QFT.
- Wave 3 – one to one or small group of up to 3 pupils, support provided by Learning Support Co-ordinator for those for whom waves 1 & 2 are insufficient. Again, the aim is to get pupils back to Wave 1, if possible.

In addition, the Learning Support Co-ordinator teaches English in the Upper School to the groups with the greatest degree of need for specialist Literacy and/or Speech, Language and communication support.

This model ensures that pupils are in class for the maximum amount of time, while still having their individual needs met.

When necessary and appropriate, pupils may either be placed in a year group different from that of their chronological age, or may work for a particular subject with a different chronological group. For example, there is a child who does Maths with the year above his, and the timetable has been adjusted to ensure this is practical. This is decided on an individual basis, taking into account the emotional as well as educational needs of the child.

**The National Curriculum inclusion statement** influences our whole school, inclusive approach:

"In planning and teaching the National Curriculum, teachers are required to have due regard to the following principles: (a) setting suitable learning challenges, (b) responding to pupils' diverse learning needs, (c) overcoming potential barriers to learning and assessment for individuals and groups of pupils."

"1) Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

2) Curriculum planning and assessment for pupils with additional educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with additional educational needs. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEND Code of Practice, or, in exceptional circumstances, with a EHC Plan.

Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.



3) Teachers should take specific action to provide access to learning for pupils with additional educational needs by:

- (a) providing for pupils who need help with communication, language and literacy (See English Handbook, p.6.)
- (b) planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- (c) planning for pupils' full participation in learning and in physical and practical activities
- (d) helping pupils to manage their behaviour, to take part in learning effectively and safely
- (e) helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning."

### **PUPILS WITH SEND ENGAGE IN THE ACTIVITIES OF THE SCHOOL TOGETHER WITH PUPILS WHO DO NOT HAVE SEND:**

The school aims to include all pupils in all aspects of school life.

*The practical approach in terms of full inclusion:*

- (a) *setting*: Where possible (e.g. in year-groups where there are parallel classes), pupils are set for Maths and English in Years 4, 5 and 6
- (b) *withdrawal*: Children working with an assistant do so in the classroom. The Learning Support team withdraw some children for a short time each week for individual or small group work.
- (c) All pupils are invited to participate in extra-curricular activities, clubs, field trips etc.

### **THE SUCCESS OF THE EDUCATION WHICH IS PROVIDED AT SCHOOL TO PUPILS WITH SEND IS EVALUATED VIA:**

- The number of pupils making good progress in relation to their targets
- PiRA and PUMA results
- Annual standardised testing (Years 2-6)
- EYFS Profile Judgements
- Individual assessments as appropriate – eg YARC

## **APPENDIX A**

### **Assess**

5.39 In identifying a child as needing SEN support, the early years practitioner, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

### **Plan**

5.40 Where it is decided to provide SEN support, and having formally notified the parents, the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

5.41 Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

### **Do**

5.42 The early years practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

### **Review**

5.43 The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

5.44 This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

5.45 The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources (information is available at the National Children's Bureau website – see the References section under Chapter 5 for the link).

5.46 Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf. Further information about EHC plan reviews and the role of early years settings is in Chapter 9, Education, Health and Care needs assessments and plans.

## REFERRAL FOR EHC PLAN

For a very few pupils, the help given through Assess, Plan, Do Review cycle may not be sufficient to enable the pupil to make adequate progress. It will then be necessary, in consultation with parents and any external agencies involved, to consider asking the LEA to initiate an assessment for an EHC plan – Education, Health and Care.

By the time the Head of the Junior School considers referring the pupil for Statutory Assessment, there should be written evidence of, or information about:

- the school's action through Assess, Plan, Do, Review cycle;
- individual education plans for the pupil, if applicable;
- records of regular reviews and their outcomes;
- the pupil's health;
- outcomes of any additional assessments;
- attainments in literacy and numeracy;
- education and other assessments, for example from an advisory specialist or Educational Psychologist;
- views of parents and pupil;
- involvement of other professionals.

Parents are asked to disclose information about pupil's SEND, if known, on applying to the school.

### Detail of levels of support available at SLCJS:

- TA support in Lower School – 3 TAs = 1 class TA per year group, whose duties include support for Wave 1 and 2 intervention
- LSA/TA support in Upper School – 1 x 8 hours (LSA), 2 x 27.5 hours (TA)
- Assistant Learning Support Co-ordinator – 1 x 20 hours
- Learning Support Co-ordinator – Time shared between class teaching, in class support, observation and monitoring, assessments, reports, liaising between staff and outside agencies, advising, withdrawal support, 1:1 support, parent consultation, review meetings.

Intensive 1:1 support is unavailable through levels of current resources for extreme educational or EBD needs. It cannot be assumed that an appropriate support person will be available on demand for extreme EBD issues.

Support available at SLCJS is appropriate for those who can usually work within the classroom without constant 1:1 support.

In exceptional circumstances, parents may be required to fund TA support for their child in addition to that which the school is able to provide.

**NB:** Pupils with EBD issues are made aware of 'safe places' for when they need to absent themselves from a situation. These are the Learning Support rooms in Upper and Lower School. In Lower School, there is a TA available to support the process. In Upper School, an appropriate 'Safe Space' is being developed, which will be located outside the Old Library.

### When the support necessary exceeds the resources available:

The **safety** of **all** children and staff at school is paramount – including the safety of the SEND child. Issues will be discussed with parents, who will be informed about the changing needs of the child.

Outside agencies will be consulted and advice sought. Where possible, parents will be involved in meetings with outside agencies.

All reasonable adjustments will be put in place.

Parents will be consulted/advised about the appropriateness of SLCJS for their child's needs. If at any stage it is considered that the school does not provide the ideal environment for a child with extreme educational or EBD needs, we aim to work with parents to seek suitable alternatives appropriate to the specific needs of the child.

## APPENDIX B

### GLOSSARY – TERMS OFTEN USED IN LEARNING SUPPORT

AG&T	Able, Gifted and Talented
Assessment:	Finding out what a child can and cannot do by observing the child or talking to people who know the child, to decide how they might best be helped to learn.
Code of Practice (CoP):	A government guide to local authorities and schools about the help that should be available for children with Additional Educational Needs.
Curriculum:	The activities and work children do in school.
EAL:	English as an additional language
EBD:	Emotional and Behavioural Difficulties
EHC Plan:	Education, Health and Care Plan. A legal document setting out a child's Special Educational Needs/Disability. It states the kind of teaching the child needs and any special requirements necessary.
IEP:	Individual Education Plan.
SEND:	Learning Difficulty and /or Disability
Learning Difficulty:	A child with a learning difficulty finds it harder to learn than most children of the same age.
LSA	Learning Support Assistant – someone with appropriate qualifications to plan for and to teach support small groups of pupils under the direction of a teacher
LEARNING SUPPORT Provision:	The special help given to children with SEND, EAL, AG&T.
S&L:	Speech and language
SpLD:	Specific Special Educational Needs (Dyslexia)

This policy will be reviewed in accordance with the policy review schedule.