



Felsted

# **SUPPORT FOR LEARNING (SPECIAL EDUCATIONAL NEEDS) POLICY**

**BOTH SCHOOLS INCLUDING  
EYFS AND BOARDING**

<b>Governors' Committee normally reviewing:</b>	Education Committee
<b>Date formally approved by the Governors :</b>	Autumn Term 2018
<b>Date policy became effective :</b>	October 2008

<b>Period of Review:</b>	Three years
<b>Next Review Date :</b>	Autumn Term 2021

<b>Person responsible for implementation and monitoring :</b>	Deputy Head (Welfare) HOD Support for Learning
<b>Other relevant policies :</b>	<ul style="list-style-type: none"><li>• Assessment Policy</li><li>• Learning and Teaching Policy</li><li>• Class Size Policy</li><li>• Curriculum Policy</li><li>• English as a Second Language Policy</li><li>• Literacy Policy</li><li>• Reporting Policy</li><li>• Access Arrangements Policy</li></ul>

**The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School**

**Mr Simon James  
Head, Preparatory School**

**Mr Chris Townsend  
Head, Senior School**

**[Aims and Ethos](#)**

***SAFEGUARDING STATEMENT***

***Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.***

***EQUAL OPPORTUNITIES STATEMENT***

***The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.***

## 1. Introduction

Felsted aims to ensure that all pupils are able to fulfil their academic potential and recognises that some pupils require special support to enable them to do this. The aim of this support is to allow students to become familiar with a specific body of knowledge, skills, principles and vocabulary in order for them to access fully a broad and balanced curriculum. The Heads of the Support for Learning Department (SENCo) and the Department Teachers and Higher Level Teaching Assistants administer this support and liaise closely with the Deputy Head (Academic), HMs, Tutors and parents/guardians. The school sets out to offer a personalised learning programme where practical, with the right level of support and challenge for each individual.

The purpose of the Policy is:

1. To ensure that all students with SEND are identified and supported by the School.
2. To ensure that there is support for teachers to meet the learning needs of all SEND students.
3. To ensure that appropriate resources are available for students with SEND

The School employs a counsellor to assist with behavioural, social, emotional and mental health needs beyond the capacity of the teachers, parents and other support staff. See Learning Support Handbook for accepted procedures and further information.

### A definition of SEND

**According to the SEND Code of Practice:** “A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to, that normally available to pupils of the same age. Making higher quality teaching available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.”

### A child has a learning difficulty if he or she

- a) Has significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability that prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is, or will be, taught.

Learning difficulties may be summarised in the following categories:

- Cognitive and Learning Difficulties
- Social, emotional and mental health needs
- Communication and Interaction needs
- Sensory and Physical needs

## 2. Diagnosis and testing

Pupils may have an Educational Psychologist’s report or other diagnoses, including a report from their previous school, on entry to Felsted. They may have a full assessment of any one of the wide range of learning needs encountered (including

dyslexia, dyspraxia or autism spectrum disorders) or emotional and behavioural difficulties, or they may have a partial diagnosis. Other students may have an undiagnosed need and be referred by subject staff/class teachers at Felsted. The SENCo is then responsible for carrying out diagnostic assessments where appropriate and also referring parents and students on for a fuller diagnosis where appropriate. Where a child is considered to have particular needs the SENCo will place them on the SEND Register at the Senior School or the Summary of Pupil Information document at the Prep School. Both SENCos liaise throughout the year to ensure effective transition. Both Schools make reasonable adjustments as and when they are appropriate.

### **EHC Plans**

The SENCo will, where deemed appropriate, liaise with parents and apply to the appropriate LA for an Education, Health and Care (EHC) plan. If an EHC plan is granted then the school has a legal requirement to make sure that the information within the plan is upheld and the provision outlined is met. The same applies for a student who enters the school already with a plan in place. The SENCo will ensure that the student's Annual Review takes place and is attended by all relevant parties and that any funding given is used appropriately. The student's needs will be assessed by the SENCO and any additional policies needed, such as a separate pupil emergency evacuation plan (PEEP), will be drawn up as necessary.

### **Resources**

Additional resources are put in place as necessary to meet the needs of the student. Access to specialists and external agencies will also be sought as appropriate. Appropriate assessment and exam arrangements and dispensation will be put in place and applied for in advance of public exams as required.

## **3. Central Registers of SEND**

In the Senior School, the SEND Register and in the Prep School, the Summary of Pupil Information document is confidential to members of the Common Room and is made available to all members of the teaching staff and teaching assistants on the intranet. It is also provided by House and discussed at HMs meetings so that they can support members of their House in their learning. The Register is regularly updated and reviewed. All teaching staff are aware of students in their classes who require particular forms of learning support.

## **4. Individualised support**

Each child who receives additional lessons from the SfL Department has an individualised support plan which is updated regularly. This is available on the MIS. It is shared with parents and seeks to identify key tasks, approaches to learning, and strategies which benefit the individual. It offers pertinent information to teaching staff as to the specific needs of the individual child. Higher Level Teaching Assistants will discuss with classroom teachers the targets and strategies for individual pupils in their class as outlined on the support plan and work towards them in class time. In the Prep School, Learning Support teachers and teaching assistants liaise with class teachers to provide tailored support where appropriate.

## **5. The nature of support for learning**

### **SfL Department Teaching Staff**

SfL teaching staff provide one to one or small group support within the SfL rooms during timetabled lessons. With reference to the IEP's, these classes address the

range of specific difficulties encountered primarily by adopting a personalised and multi-sensory learning approach to learning.

### **Higher Level/ Teaching Assistants**

Higher Level Teaching Assistants provide support for individuals and groups in the classroom to enable contextualised learning within the lesson, or they undertake one to one or small group sessions in the SfL rooms or Library. Setting in some subjects enables the focused deployment of Higher Level Teaching Assistants, for example in lower Maths, English sets and Science. Higher Level Teaching Assistants have specific subject knowledge to provide informed support.

### **Organisation of Lessons**

In the Senior School, students have timetabled lessons and in the Prep School lessons are arranged with the individuals to take place at a suitable time. In Year 9 this is usually done by studying one modern foreign language instead of two. There is then the opportunity to undertake one or in some cases two fewer GCSEs in Year 10 and 11, and have timetabled Support for Learning during those lessons. For sixth form, lessons take place in private study periods. This is on a one to one basis in the 6th Form and for lower years no group is larger than 4. In the Prep School lessons are taught on a 1:1 basis.

### **Resources**

The SfL intranet contains links to a wide range of Support for Learning materials. The main ones are, the SfL Register with associated support plans, details of MidYIS, Yellis and ALIS scores and the SfL timetable. The SfL Department has a range of resources, software and other materials for the use of teaching colleagues and students. In the Prep School a range of age appropriate resources are maintained to support students' learning.

## **6. Communication**

Teachers are made aware of SfL pupils through the SfL Register and through regular dialogue with the SfL Department. The weekly bulletin and/or staff briefing can also be used to update staff regarding SfL students. INSET sessions are used to train all staff and make them aware of the needs of the student. These may be run by members of the SfL Department or outside specialists as appropriate. An individual support plan is drawn up and reviewed during the course of the year and shared with parents. Parents are contacted at least once each term and invited to meet or speak with the student's learning support teacher/SENCo and other relevant staff and are given contact details to access the Department more regularly as needed.

Pupils on the SfL Register are tested regularly by the SfL Department, to track progression, but also to establish whether they qualify for extra time or any other dispensation in examinations. In both Schools, wider assessments from curriculum areas and reading tests are used to assess progress.

Whilst any student is welcome to request specific support with class work or coursework, SfL operates most usually for any pupil identified in screening assessment tests conducted at Felsted School at 13 (or older) and via a report from a previous school or from an Educational Psychologist, or via teacher observation. Support is focused upon the individual need and therefore it is regular and undertaken using the most appropriate forms of all the available resources.

## **7. Review**

This Policy is reviewed by the Department and Leadership Teams, and is updated as required.

Mr J Hipkin  
Head of Support for Learning/SENCo

Mrs K Megahey  
Deputy Head