



LEARNING SUPPORT POLICY

RESPONSIBILITY	HEAD OF ACADEMIC SUPPORT (SS) & HEAD OF LEARNING SUPPORT (PS)
DATE REVIEWED	AUGUST 2024
NEXT REVIEW DATE	AUGUST 2025

Aims and ethos of Framlingham College

At Framlingham College our vision for children and young people with special educational needs and disabilities (SEND) is the same as for all children. We offer an inclusive ethos with a broad and balanced curriculum and a whole school approach to learning, creating an active partnership that includes the child, parents, teachers, and other professionals working together to develop the potential of each child.

Framlingham College adopts a whole school approach to supporting the learning of our SEND pupils. SEND is a whole school responsibility requiring a whole school response and the school is committed to ensuring that pupils with SEND achieve their potential. As a College, we use our best endeavours to make reasonable adjustments to provision so that all pupils with SEND can access appropriate education, whilst still maintaining access to a diverse, coherent and cumulative curriculum.

This policy has been informed by the following legislation and regulations:

- The SEND Code of Practice 2015
- The Children and families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- KCSIE 2024

Aims of the Learning and Academic Support department

- To ensure all pupils have full access to the curriculum, enabling them to reach their full potential
- To identify and assess pupils who may have special educational needs as early as possible in their school career, using summative assessment data, baseline tests, standardised tests as well as diagnostic testing for those who may require it
- To monitor, evaluate and review provision
- To have a close working partnership with parents, allowing sharing of information, knowledge, experience as well as an understanding of the best way to support a pupil
- To provide information for staff, which is necessary to inform their teaching, and to aid the learning of all pupils

Children have special educational needs (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for them. Children have a learning difficulty or disability if they:

- Have a significant greater difficulty in learning than the majority of children of the same age;
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for other children;
- Children must not be 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.

The role of the SENDCo

- Promote and maintain an ethos of inclusion across the College
- Establish a strategic overview and work collaboratively with stakeholders to coordinate the provision for pupils with SEND across the College
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure pupils with SEND receive effective support and high quality teaching
- To use whole school assessments, and other screening data, to track and monitor the progress of pupils with SEND
- To coordinate provision for pupils on the SEND register and for those receiving support but who may not be on the SEND register
- To oversee the College Learning and Academic Support policy

Framlingham College follows the graduated approach to response and the four-part cycle of assess, plan, do review as outlined in the SEND Code of Practice.



Assess

The College encourages early identification and assessment of special needs and provision for children with special educational needs is a matter for the school as a whole. All teachers are teachers of children with special educational needs. Planning, teaching and assessing takes account of the range of abilities and aptitudes of children.

Admissions

SEND needs are taken into account during the admissions process. External reports and school information is looked at prior to any formal admission. At the Prep School, standardised testing is completed on the taster day and any external reports discussed. At the Senior School, testing will be discussed on admission.

The College allows eligible pupils access arrangements such as extra time in the non-standardised, written parts of the process. Eligibility is decided using the same criteria as published in the Joint Council Qualifications (JCQ) guidelines.

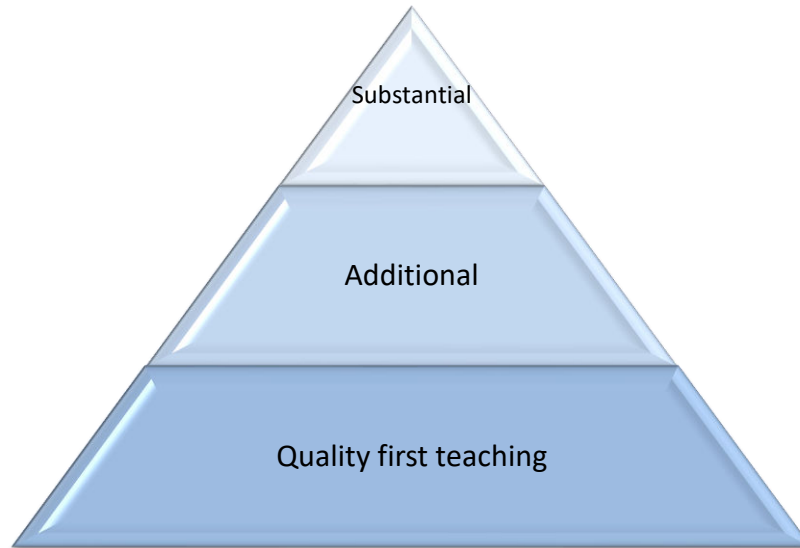
Screening and referrals

When parents and / or teachers suspect that a pupil has a profile of a SEND, the pupil is referred to the Head of Learning or Academic Support. Information is gathered from teachers of the pupil and based upon the whole picture of teacher feedback and screening and academic data, a decision is made regarding the best next steps. If a further specialist assessment is required, then a decision is made regarding the best person to do this, and the most suitable type of assessment. Parents are always involved in decisions about the best way ahead for their child.

Plan

Whole School

The Head of Academic/Learning Support reviews the school tracking data and action to address any needs are identified and each pupil is allocated one of the tiers of support outlines below. This decision is based on a range of criteria including any SEND or pastoral needs, assessments, grades and feedback from teachers and support staff.



Individual

On receipt of an assessment report, key information is summarised and shared with teaching staff electronically on the school system. The Head of Learning or Academic Support will meet with parents to discuss the findings of the assessment report. The pupil may be added to the SEND register in school and a decision made regarding assessment for access arrangements.

Access arrangements

We follow guidelines as published in the Joint Council Qualifications (JCQ) guidelines regarding access arrangement entitlement. Framlingham College also has separate policies regarding examinations.

The College will allow access arrangements to pupils who have an assessment report which states their entitlement, or which contains data from diagnostic tests which entitles them, in line with the JCQ guidelines.

Do

The Head of Learning or Academic support will liaise with teachers as appropriate regarding the nature of action needed to help the pupil. This may include:

- Quality first teaching:

- High quality learning and teaching provision for all pupils – Quality first teaching includes embedding differentiation into teaching. The quality of teaching is reviewed by the Senior Leadership Team.
- Additional support:
 - Targeted group support for some pupils – these may be time-limited interventions or specific small group lessons within the curriculum.
 - In-class support
 - Bespoke 1:1 interventions which may be time-limited
- Substantial support:
 - External agency support with in-school involvement

Review

Progress of pupils with SEND is reported to parents at least termly through the College reporting system. The College has a robust tracking and reporting system in place which is also used to track the progress of all pupils, including individual pupils with SEND. There is regular discussion between the Head of Learning or Academic Support and members of the department who teach in small groups and the 1:1 intervention lessons, teachers and tutors.

Pupils may remain on the SEND register as they progress through the College, and the information is shared fully with the Head of Academic Support in the Senior School or new school, before transfer (see separate policy of Transfer of Learning Support Pupils from Prep to Senior School).

Pastoral Needs

The College is committed to safeguarding the emotional well-being of all pupils, including those with SEND. Where pupils have specific pastoral needs, support strategies are communicated to relevant staff. The Head of Learning/Academic support liaise and work closely with all staff involved with the pastoral needs of pupils.

Other policies of relevance

Transfer of Learning Support Policy from FCPS to FCSS

Admission Policy

Disability Access Policy