Learning Support Policy

This policy is a 'whole school' policy and relates to both the senior school and junior school (including the Early Years Foundation Stage).

This policy takes into account the Special Educational Needs and Disability code of practice, 0-25 years, 2015.

Introduction
Bootham aims to enable all students, including those with Special Educational Needs and Disabilities (SEND), to achieve their full potential. We aim to support students to develop the skills and tools they need to overcome any barriers they might face, so they can be the best that they can be.

We aim to treat all pupils with respect and dignity, in keeping with our Quaker values. We provide an inclusive environment, in which individuality is respected and valued.

Learning Support - Management

Learning Support is managed separately at the junior and senior school sites.

Jess White is Head of Learning Support and Louise Leaf is the SENDCO at the junior school, working under the supervision of Jess White.

SEND Code of Practice 2015
This whole school policy takes into account the Special Educational Needs and Disability code of practice, 0-25 years 2015.

The Code of Practice emphasises a whole-school approach to supporting students with special educational needs which is clearly reflected in Bootham School's policies and procedure.

Bootham School fully supports the SEND Code of Practice, which stipulates that the five fundamental principles that support inclusive education are:

1. A child with special educational needs and disabilities (SEND) should have his or her needs met.
2. The special educational needs of children will normally be met in mainstream schools or settings.
3. The views of the child should be sought and taken into account.

4. Parents/Carers have a vital role to play in supporting their child's education.
5. Children with special educational needs should be offered full access to a broad, balanced curriculum at all levels.

Definition of Special Educational Needs and Disabilities (SEND)
A child has special educational needs and disabilities (SEND) if he or she has learning differences that call for special educational provision to be made. A child has SEND or learning differences if he or she: a) Has a significantly greater difficulty in learning than the majority of children of the same age b) Has a disability which prevents or hinders him or her from making full use of educational facilities of a kind provided for children of the same age. A disability is 'a physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities'.

The definition of 'Special Educational Needs' in the Children's and Families Act 2014 overlaps with disability and includes students with significantly greater difficulty in learning than the majority of children of the same age in mainstream state school. This does not mean all disabled students have SEND or all students with SEND have a disability.

The SEND Code of Practice 2015 does not assume that there are hard and fast categories of special educational needs, but recognises those children's needs and requirements fall into four broad areas:

a. **Communication and interaction**
   e.g. Speech, Language and Communication Needs (SLCN), Autistic Spectrum Condition (ASC)
b. **Cognition and Learning**
   e.g. Specific Learning Difficulty (SpLD), Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD), Profound and Multiple Learning Difficulty (PMLD)
   The most common SpLDs are dyslexia, dyspraxia, attention deficit hyperactivity disorder (ADHD), dyscalculia and dysgraphia.
   All specific learning difficulties (SpLDs) exist on a continuum from mild to moderate through to severe.
   In the UK we have used the terms profound, severe, moderate and mild to describe people with learning disabilities, but there are no clear dividing lines between the groups. Furthermore, there is no clear cut off point between people with mild learning disabilities and the general population and you may hear the term borderline learning disability being used.
   In the past, diagnosis of a learning disability and understanding of a person's needs was based on IQ scores; today the importance of a holistic approach is recognised, and IQ testing forms only one small part of assessing someone's strengths and needs.
c. **Social, Emotional and Mental Health Needs (SEMH)**
   e.g. Conduct disorders, OCD, Anxiety, Attachment difficulties, Panic
d. **Sensory and/or physical**
   e.g.
   - *Visual Impairment (VI)*

- *Hearing Impairment (HI)*
- *Multi-Sensory Impairment (MSI)*
- *Physical Disability (PD)*

Bootham School admits students with a range of needs on an individual basis to determine whether their needs can be met. This discussion is in collaboration with families in order to support a successful transition to the junior or senior school. The admissions process is a transparent one which aims to learn as much as possible about the child's needs and ensure the available provision is put in place.

Learning Support at Bootham School
At Bootham our emphasis is on Quality First teaching. Class teachers take responsibility for meeting the needs of all of our students through Wave One provision in our classrooms. Our relatively small size allows for an individual response within the confines of our curriculum.

Our aim is that our students should leave us as confident young men and women who are aware of their strengths and who have developed appropriate strategies to enable them to achieve their potential in the next stage of their lives.

Objectives of Learning Support Provision
- Identify the needs of students with SEND at the earliest opportunity, assess and plan provision to meet individual learning differences where appropriate.
- Ensure teaching and support staff are aware of individuals' learning differences and various learning styles, so that appropriate support and teaching strategies can be implemented throughout the curriculum
- Provide ongoing support and advice to staff and parents/carers to support students with SEND who are on the learning support register.
- Develop an effective partnership with teaching and pastoral staff to ensure that there is a proactive and positive approach to the learning needs of students with SEND and support a strategic approach to intervention at each level (Wave 1-3) through opportunities for collaboration and staff training.
- Ensure that systematic procedures are in place as part of the identification, monitoring and tracking and review process of students with SEND.
- To provide suitable resources and materials in Curriculum Support lessons in order to enhance the learning experience for students who require additional support with English and Maths.

Admissions
Junior School:
Entry to Bootham Junior School is via a taster day in school. This will include assessment activities in the form of paper tests for pupils wishing to join years 3 to 6, and a current school report, designed to ensure that an individual will be able to reach their potential with the curriculum and support available.

Early Years Foundation Stage
Entry to our EYFS is done via taster days and through transition arrangements that reflect the child's previous experience of childcare. The offer of a place in our Nursery Classes is not conditional of moving into Reception and/or beyond. Occasionally, a child's needs may be more appropriately met in a different setting

and in this case, the SENDCO will work closely with families to access the correct support for their child's needs.

Senior School:
Admission to the senior school is by interview, assessment and report.

For entry to both the senior and junior school, the SENDCo or Head of Learning Support may contact an applicant's current setting to get information from the students' current SENDCo. This is to ensure that we can meet need, and that our provision will support the student.

The selection process aims to take into account the whole person rather than simply relying on entrance test results; the decision to admit a student is taken after careful consideration as to whether the individual will be able to benefit from what Bootham has to offer.

The school offers an academic curriculum leading to GCSEs (or iGCSEs) and A Levels, and our 'reasonable adjustments' for student needs can only start with this provision in mind.

Although we have a Learning Support Department at Bootham, it is important that a student will be able to cope with the curriculum demands and be able to independently work in the classroom.

Personalised timetables may sometimes be advised during a student's time at Bootham or made a condition of entry in some circumstances. This is at the discretion of the Deputy Head (Academic), in consultation with the Head of Learning Support and/or the Head of EAL as appropriate.

Some students will arrive at Bootham having already been identified as having a special educational need, with a possible history of provision such as extra time allowed or other exam access arrangements in tests and exams. The Head of Learning Support will monitor these individuals and make sure that such provision is continued where relevant, in line with current JCQ Regulations (Please see Word Processor and Access Arrangements guidance document).

At the application stage, parents/carers must notify the school of any SEND of which we should be aware. If a diagnosis is made later in the admissions process, parents/carers must notify the school.

Students with an Education Health and Care Plan (EHCP)
Infrequently, the school may agree to admit a student who is supported by an Education, Health and Care Plan (EHCP). The approach to the school may come from the Local Authority or from the student's parents. Careful discussion will be necessary to determine whether the school can reasonably meet the provision required by the EHCP. Where admission to Bootham is deemed appropriate, the Head of Learning Support/SENDCo will be responsible for monitoring that the student's requirements under the EHCP are being met, and for complying with other requirements of the EHCP, including the annual review.

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEND provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care need they have
- the goals or outcomes for the student agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the student for the next year, and the activities that everyone supporting the child will put in place to support them.

Identification of SEND

Bootham School aims to identify students with SEND or those for whom learning support is valuable in the following ways:

- By receipt of information from a previous school
- By the provision of information from parents/carers
- By conducting initial assessments and screening in areas of reading, writing and processing where an ongoing concern has been raised by teaching staff.
- By the monitoring and tracking of students' progress in reports and internal exams.

Screening and Assessment

Junior School:

All junior school students are monitored through a process of regular assessments and teacher observations. Where potential SEND needs are noted, students will be monitored for progress and/or given further assessments in conjunction with a parent consultation. Following this, a Learning Support Plan may be drawn up or further professional support may be recommended.

Senior School:

In the senior school, all students will take Midyis, Yellis and Alis tests in the first half term of the academic year. Lower Schoolroom and Middle Schoolroom also sit baseline spelling tests. These tests help us to identify from the earliest possible stage, any students that may require additional support.

In some cases however, a student may be identified at a later date. Evidence is then collected from classroom teachers, and if the Head of Learning Support feels that there might be potential SEND needs, parents and guardians will be contacted. The student might then be screened internally, or parents may choose to seek external specialist assessment, on the Head of Learning Support's advice.

Staff, parents/carers and students themselves can raise a concern. The procedure for staff is outlined clearly and there are a range of referral forms for teaching staff to complete.

Referral process - Senior and Junior School:

- Evidence provided to the Head of Learning Support by the form tutor, pastoral team and/or subject teachers to provide a context for the concern raised.

- Classroom observations and feedback provided from the subject teacher.
- Head of Learning Support or SENDCo may observe students in some lessons.
- Screening/indicative assessment *(please note that these are not necessarily diagnostic assessments and further specialist external support may be an appropriate direction to take with advice from the Head of Learning Support)*.
- Post-diagnosis discussion/meeting with parents/carers.
- SEND Profile written for the student, outlining challenges to learning and listing support strategies to be used.
- Profile given to teachers and the student goes on the Learning Support register.

The Learning Support Register
A register is kept electronically to store important information regarding students' learning needs. It is updated regularly and forms part of the key communication system between the Learning Support Department and teaching staff.

Some students may only need staff to be aware of specific learning differences, whilst others will require further intervention. The learning support register outlines areas of need and key teaching and learning considerations to implement in the classroom.

Students may be added to the register following consultation with parents/carers if deemed appropriate.

The register highlights students with SEND on a 'Wave' basis which is signified by different coloured stars. This system links to the 'Wave' of support needed by the particular student.

At Bootham School a majority of students require support at 'Wave 1' level where the focus is on using teaching and learning strategies in the mainstream classroom to support SEND students.

A small number of students may require additional support in the form of attending Curriculum Support lessons, or additional 1:1 support outside of lessons in a particular area of academic work.

Please see below for a breakdown:

Wave 1 (Universal): describes quality first inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of students with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children with the involvement of outside agencies/professionals and/or with EHCPs.

Learning Support Plans, Strategy Plans and Learning Support Profiles
At the senior school, selected students may require a Learning Support Plan which outlines areas of need and lists specific outcomes and targets for them to work on each term. This is reviewed each term, taking into account both student parent voice.

At the senior school, all students on the SEND register have a Learning Support Profile. This is a one-page document outlining challenges to the students' learning or school life, and strategies for staff to use to support this.

At the Junior School, most students have Learning Support Plans which are reviewed termly and are mostly target driven, although some children have a strategy plan instead.

Support for Teachers
Teachers are supported in their teaching of students with SEND in the following ways:

- Information outlined on the SEND register and on the students' Learning Support Profiles (Jess, should this be the LSPs?).
- Information shared from Head of Learning Support about specific students' needs at the start of the school year, whenever things develop throughout the school year and whenever needed on an ad-hoc basis either in person or via email.
- In-class observation and subsequent feedback highlighting recommendations for key teaching strategies to support all students, including those with SEND.
- Provision of Learning Support Plans for selected students
- Regular Head of Learning Support input during staff meeting time and staff INSET on various learning differences/special educational needs and individual student needs
- Advice given by Head of Learning Support within department, pastoral and whole-staff meetings if necessary
- Partnership and collaborative work – time given from the Head of Learning Support, if teachers request it, to support them with how to best support a SEND student in their lessons.

Support from Outside Agencies
External support services can play an important part in helping the school identify, assess and make provision for students with special educational needs.

Service providers who may work with parents/carers include Child and Adolescent Mental Health Services, Behaviour Outreach Support Service, Speech and Language Therapy Team, Physiotherapist / Occupational Therapist and the Educational Psychology Services.

If there is any information arising from a specialist service provider who has been involved in working with the student and their family, the Head of Learning Support and junior school Senco will need to be informed where appropriate so that a joint-planning approach can be implemented to take on board the advice from other professionals.

Other key members of staff are involved in liaising with outside professionals and at times, a Team Around the Child (TAC) meeting may take place to inform a collaborative discussion around support.

Educational Psychologist Input and In-house Testing
Senior school:
The Learning Support department draws on the information provided by a variety of agencies and professionals.

A Specialist Assessor comes into the Senior School to conduct formal exam access arrangements assessments at different points throughout the year.

The Learning Support department conducts informal screenings to establish whether exam access arrangements are needed before GCSEs and a variety of standardised assessment tools are used to identify the need for an arrangement.

Teachers or parents/guardians and teaching staff may also refer a child for a screening in Learning Support.

In-house testing identifies any area of difficulty that the child may be experiencing and the results may determine a need for additional support. Support may include: teaching and learning information, a Learning Support Profile, extra time in tests, use of a laptop if there is a significant difficulty with handwriting and in a few cases, students may attend Curriculum Support lessons.

The department also has an Exam Access Arrangements policy that details the school's approach and rationale regarding exam access arrangements.

Junior school:
At the Junior School, the SENDCO can conduct informal screening for a range of additional needs. These are done in collaboration with teaching staff, the parents and the child. A profile of strengths and weaknesses is gathered and although this screening does not provide a formal diagnosis, it will signpost the need for any further professional assessment.

Access to Public Examinations/Exam Access Arrangements
The Head of Learning Support is responsible for ensuring that students with SEND have appropriate access arrangements for public examinations.

These are described in publications by the examination boards. The responsibility for arrangements lies with the school.

There must be evidence of need that is ongoing and persistent in order to have a clear case for an exam access arrangement. This need must be evidenced in each subject for which access arrangements are made.

Whilst the need for exam access arrangements may be identified in Schoolrooms, formal assessment for exam considerations usually take place at the end of Upper Schoolroom (Year 9). Initial assessment scores identify whether extra time may be

needed and this process is accompanied by a systematic procedure for referral which is followed by further testing if appropriate.

In line with JCQ regulations, a diagnosis of SEND or a Learning Difficulty does not automatically warrant exam access arrangements.

The decision for this lies with the Head of Learning Support who must adhere to JCQ regulations and have substantial evidence to illustrate a clear profile of need.

Parents are invited to discuss access arrangements with the Head of Learning Support.

Use of a Laptop and Word Processors
Students at Bootham School with Specific learning differences or handwriting legibility challenges may require the use of a laptop or other device to support the organisation and presentation of work.

Students may be allowed to use a device in school as their normal way of working where a need has been established via:

- An ongoing concern raised by staff, parents/carers or the Learning Support department.
- Recommendations and assessment results that relate to speed of writing or other areas of need where a device will significantly support the production of work.
- Assessment reports from in-house testing or an assessment conducted by an outside professional or specialist may support the use of a laptop or other device in school.

Use of a Laptop: Conditions
In order to use a laptop in the Senior School as their normal way of working, the following conditions apply:

- A Specific Learning Difficulty (SPLD) or medical condition has been identified and use of a laptop is recommended by the school and/or outside professionals.
- The student feels fully confident in using a laptop for day-to-day activities and is confident with basic, operational features such as using software, saving and organising work electronically and emailing work to staff where appropriate.
- The Learning Support Department approves the use of a laptop as the normal way of working.
- The student uses a laptop regularly apart from in lessons where other learning activities do not require it.
- A subject teacher has the right to veto the use of a laptop in lessons where specific situations apply such as during practical work or where its use may be problematic, i.e. during experiments.
- If a student is using a laptop in a way that is causing a distraction, or appears not to fully require it any more, the necessity of laptop use will be reviewed.

- Students must be responsible for their own laptop and have a spare battery in case mains power is not available.
- Students will need to print their work out or email their work to teaching staff, depending on the preference of subject teachers.
- Students should use a plain font and allow for teachers' comments.
- If there are problems in lessons with their laptop, the student should try and switch to pen and paper unless there is a specified medical need.
- Students should ensure their work is backed up by an external device.
- Students can print their work in the library.

In order to use a laptop in the Junior School as their normal way of working, the following conditions apply:

- A Specific Learning Difficulty (SPLD) has been identified and use of a laptop is recommended by the school and/or outside professionals.
- The Learning Support Department approves the use of a laptop as the normal way of working.

Students must use a school device, provided by the IT department.

The school recognises that a laptop or other device may be an appropriate way of working but please note this is on an individual case by case basis and is at the discretion of the Head of Learning Support.

The emphasis initially will be to support differentiated writing activities in mainstream lessons so as to avoid the use of a laptop as an immediate, default option.

While the school accedes to JCQ's recommendation (section 5.8 in the Joint Council for Qualifications booklet on Access Arrangements) the complexities outlined above mean that it will be unrealistic for our students to use a laptop in an examination unless they have been using it as their routine, normal way of working throughout their examination years at least.

The use of word processors in examinations (section 5.8) must be viewed within the school's position on word processor/laptop use for Schoolrooms.

The Senior School Learning Support Department will be available to:

- Help students establish a daily routine and encourage them to operate in an organised and independent way with printing off their work.
- Act as a trouble-shooter for general staff queries concerning laptop users.

All considerations for laptop use will need to come through the Head of Learning Support and parents/carers and students will be required to sign an agreement.

Senior school students will need to bring their own laptop into school.

For exams, school will provide students with laptops.

Role of the Head of Learning Support and the SENDCo

The Head of Learning Support (reporting to the Deputy Head (Academic)) and the SENDCo (reporting to the Head of Learning Support and the Head of the Junior

School) are responsible for ensuring the school maintains a legally compliant, effective strategy for supporting those students with SEND.

Each of these managers is also responsible, in their own section of the school, where relevant, for:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with learning differences, including those with EHCPs
- Managing and supporting Learning Support department staff
- Monitoring the progress of students with SEND
- Maintaining records of the progress of and support for students with learning difficulties/disabilities
- Researching, defining, enabling and communicating to students, staff and parents, appropriate access arrangements for public examinations
- Liaising with parents
- Contributing to CPD
- Liaising with teaching staff, parents and external agencies
- Ensuring good liaison between the two schools

Co-ordination

The Head of Learning Support holds regular meetings with Learning Support staff, teaching staff, Head of Year and the Deputy Heads (Academic and Pastoral). This provides a forum in which concerns can be raised and ideas for progress can be shared. In addition, close liaison is maintained between all teaching staff so that information and good practice can be updated regularly.

The Head of Learning Support will also be involved in meetings with external professionals regarding support for students on the SEND register.

Parental involvement is encouraged and the Head of Learning Support is available to attend meetings when necessary so that parents/carers and guardians can discuss any issues that may arise.

Private appointments with the Head of Learning Support can be made on request or discussion can take place over the telephone or online if that is more convenient.

Staffing

Senior School:
Jess White (NASENCO and QTS): Head of Learning Support Jess please add your SENDCo qualification
Helena Landau (QTS): Curriculum Support Teacher (English)
Hannah Jorgensen (QTS): Learning Support Assistant
Cathy Pearce (QTS): Learning Support Assistant
Grace Kimberling (QTS) Learning Support Assistant

Junior School:
Louise Leaf (QTS): SENDCo
Supported by a group of qualified and experienced Teaching Assistants.

Extra-Curricular Provision

The school's rich provision of activities often provides opportunities for extending the more able as well as engaging those who find some of the curriculum challenging in the classroom.

The organisation for school trips and visits takes account of students' individual needs.

Staff Training and Development
Part of the Head of Learning Support/SENDCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND students.

School provides regular training opportunities for all teachers through the regular INSET programme. As a routine part of staff development, the Head of Learning Support presents annually about SEND during INSET.

The Head of Learning Support and SENDCo are responsible for keeping their own training records up to date, and for bringing changes of provision or regulation and guidance to the notice of staff.

Governors
One of the responsibilities of the Governors' Educational and Pastoral Committee is oversight of the provision of learning support and accessibility for students with SEND and learning differences and it is their duty to meet the Independent School Standards in welfare, accommodation and safety.

Charges
Once a student has been accepted into Bootham School, the 'reasonable adjustments' which we deem necessary will be made without extra charge (except for students who use a laptop at the senior school, in which case the student must provide their own for day to day use in the classroom).

Occasionally, some additional services may be required, or requested, for which the school reserves the right to make an additional charge, on a case by case basis, on the basis of what is reasonable, after proper explanation and consultation with the student's parents/guardians/carers.

Complaints
The school naturally hopes that a parent will not feel that they have cause to complain but its Complaints Policy is published on the website /available from the school office for any parent who wishes to use it.

Equality Act 2010 - Accessibility
In accordance with schedule 10 of the Equality Act the school has an accessibility plan to increase the extent to which disabled students (including those with special educational needs) can participate in the school's curriculum. Where possible, we will improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the school. We will support the learning of students with special

educational needs as far as is practicable in terms of our systems, staffing and wider resources.

Behaviour

Implementation of the school's behaviour policy takes into account the individual needs of all students, including students with SEND.

Compliance

This policy has regard to the statutory requirement laid out in the SEND Code of Practice: 0 to 25 years (2015) and has been written with reference to the following guidance and documents:

- Education (Independent School Standards) Regulations 2014
- Equality Act 2010
- National Minimum Standards for Boarding Schools
- SEND Code of Practice: 0 to 25 years (2015)
- Special Educational Needs and Disability Regulations 2014

Related Policies and Documents Available at Bootham Senior School and Junior School

- Accessibility Plan
- Anti-bullying Policy
- Behaviour Policy / Expectations, Standards and Positive Relationships Policy
- EAL Policy
- Admissions Policy
- Able and Interested Policy
- Complaints Procedure
- Educational Visits
- Equality policy
- Exam Access Arrangements Policy
- Exams Policy
- Laptop and Word Processor Policy