



SEND and Learning Support Policy

SM

Updated September 2022

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1. Introduction

As an academically selective school we welcome all boys who can make the most of the opportunities that we offer and can flourish in the caring environment of Summer Fields School. The School values every pupil as an individual irrespective of any special educational need, learning difficulty or disability. The Special Educational Needs/Learning Support Policy is an integral part of the school's curriculum policy and is relevant to all aspects of the school development plan. In order for the curriculum to be accessible to all children, teachers work closely with the Special Educational Needs/Learning Support Department.

In order to be offered a place at Summer Fields, a boy must have performed satisfactorily and been successful in the School's entrance exam and interview procedures. We take all reasonable steps to support pupils with learning difficulties and disabilities, both during the admissions process and throughout a boy's time at the School (see Disability Policy and Access Plan).

We advise prospective parents to inform us of any special arrangements that may be required for their child during the entrance examinations and/or interviews so that appropriate provision can be made. A copy of an Educational Psychologist's report or medical report must be provided to support a request for special arrangements.

Parents of boys joining the School are asked to inform us of any history of learning support for their son and to discuss any learning difficulties or disabilities that may have been identified or suspected, and to supply any relevant reports.

The School is required to ensure that the Equality Act 2010, The SEND Code of Practice 2014 and the Children and Families Act 2014 are implemented effectively across the School.

2. Compliance

The Policy complies with the statutory requirement laid out in the SEND code of Practice 0-24 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DofE Feb 2013
- SEND Code of Practice 0-25 (2014)

The following requirements have been included within the policy:

- The setting should plan for the four areas of need: communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical needs.
- It should have a clear approach to identifying and responding to SEN/LS
- Where a child appears to be behind expected levels, a methodology is outlined in the SEND Code 2014 for gathering information and seeking 'Early Help' if appropriate. Assess/Plan/Do/Review should be used to create a graduated response to needs.
- Guidelines are given for seeking external help of specialists or requesting an Education Health and Care Assessment.
- Decisions to involve external specialists should be taken in discussions with parents, and parents should be informed if their child is receiving SEN/LS Support.

3. Aims and Objectives (SEN/LS)

The School is acutely sensitive to the needs of pupils with learning difficulties and is determined that they should have full access to the curriculum. The Learning Support Department offers to the whole school support and expertise to help resolve difficulties and promote positive solutions for pupils experiencing barriers to their learning. The provision for pupils with SEN/LS is a matter for the School as a whole. Whilst the Learning Support Department has specialised teachers, all staff at Summer Fields should consider themselves teachers of special educational needs. We are committed to equal opportunities.

Summer Fields strives towards these objectives, in line with the SEND code 2014

- Early identification and assessment of individual needs
- Providing quality first teaching that is differentiated, inclusive and personalised appropriately so that barriers to learning can be removed and pupils can reach their full potential, experience success and enhance their self-esteem in an environment which accepts and values them as individuals.
- Providing the right level of support to match the pupil's level of need
- Designing individual learning programmes (I.E.P.)
- Ensuring that all pupils have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs
- Setting high but realistic learning challenges in the classroom
- Reviewing pupils' progress on a regular basis
- Ensuring that pupils and their parents have a voice in this process and are involved in decision making regarding the pupil's education, including target setting and reviewing processes
- Advising and working with all colleagues in the school community – make clear the expectations of all the participants in the process – Head of Learning Support, staff, parents and pupils; the continued progress of pupils with SEN/LS is the responsibility of all staff
- Ensuring staff have access to training and advice to support quality first teaching and learning for all pupils
- Working closely with the Governing Body to enable it to fulfil its monitoring role with regard to the Policy Statement for SEN/LS (Carole Sweetnam is the Governor with responsibility for SEN/LS)
- Liaising with external agencies.

4. Definition of Special Educational Needs

In accordance with the Special Educational Needs and Disability Code of Practice, 0-25 years (2014) (SEND Code 2014), 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

Summer Fields Definition of Special Educational Needs

Summer Fields applies the national definition of SEN/Learning Support although we are an academically selective school with high aspirations. This may mean even those performing to national levels are in Summer Field terms in need of SEN/Learning Support, and secondly that even where a child might not in national terms be categorised as SEN we will provide Learning Support, at a cost, where with parental approval it is seen as appropriate to do so.

The Special Educational Needs/Learning Support Policy is an integral part of the School's curriculum policy and is relevant to all aspects of the School development plan. In order for the curriculum to be accessible to all children, teachers work closely with the Special Educational Needs/Learning Support Department.

Areas of Need

Four areas of need can be identified:

- **Cognition and learning needs** – pace of learning where children learn at a slower pace than their peers, including specific learning difficulties such as Dyspraxia, Dyslexia, Dyscalculia, Moderate Learning Difficulties (MLD) and Severe Learning Difficulties (SLD)
- **Behavioural, emotional and social development needs** – manifested in many ways e.g. becoming isolated, withdrawn, challenging behaviour, anxiety, self-harming and depression, ADD (Attention Deficit Disorder), ADHD (Attention Deficit Hyperactive Disorder) Attachment Disorder
- **Communication and Interaction needs**, including Speech, Language and Communication Needs (SLCN) and autistic spectrum disorder (ASD)
- **Sensory and/or physical needs**, including visual or hearing impairment, physical disability

Summer Fields Categories of Areas of Need

At Summer Fields pupils identified as having a requirement for Learning Support can fall into three categories:

1. Those who have specific or general difficulties in one or more areas of the curriculum. This includes pupils who have been diagnosed with Dyslexia, Dyspraxia, Asperger Spectrum Disorder and Attention Deficit Disorder/Attention Deficit and Hyperactive Disorder.
2. Those with visual, auditory or physical impairments which affect their ability to learn.
3. Pupils suffering from emotional or psychological difficulties, or presenting with specific behaviour problems. These pupils are supported through the pastoral system and occasionally through the School Counsellor.

Nevertheless, the specific needs identified in the categories above are frequently associated with (and may indeed generate) emotional and behavioural problems.

5. Definition of special education provision and disability

Special Educational Provision means educational provision which is in addition to, or otherwise different from, the educational provision made generally for children of the same age.

A person has a disability if:

- They have physical or mental impairment

- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

The Equality Act 2014 states that it is unlawful for responsible bodies to treat a disabled person less favourably than a non-disabled person for a reason that relates to his disability

Reasonable adjustments could be:

- Changes to course requirements
- Changes to policy and practices
- Changes to the physical features of a building
- Delivery of courses in alternative ways
- Provision of auxiliary aids and services

There is an overlap between children with SEN/LS and those with disabilities. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

It is important to note that our school's LS/SEN policy is guided by the Code of Practice as required by Part IV of the 1996 Education Act, but it is not governed by the Code of Practice.

6. Admission Arrangements

Prior to entry

Prior to entry to Summer Fields, parents are asked to send the School any reports from professionals (e.g. educational psychologists' reports, speech & language assessments etc.) All primary and pre prep schools are asked to fill in a confidential questionnaire about the boy (e.g. achievements in literacy & maths skills, ability in the classroom, any learning or behavioural difficulties identified etc.).

Entry Assessments

Entry Assessments are normally held in January for pupils entering the school the following September. However, Entry Assessments may take place at other times to meet the needs of prospective pupils and parents.

Year 4 – sit a computer based Progress through Maths and English test, together with a written English paper (comprehension and descriptive writing), GL assessment single word spelling test and an informal interview.

Years 5 – 8 – sit a computer based IQ, maths and English test (CAT test), together with a written English comprehension paper and an informal interview.

After the work has been marked, the Head of Learning Support (HLS) makes recommendations to the Headmaster, Director of Studies and Head of Year. This is to ensure that the School can provide appropriate help by making reasonable adjustments for a boy who may have a learning difficulty. A late entry boy is given a set of school exam papers in English and Maths and an NFER Non Verbal paper in line with his age group; any pupil's papers showing a possible difficulty will be given to the HLS for comment and further investigation.

7. Identification, Assessments and Reviews

The early identification, assessment and graduated provision is available for all pupils causing concern, and the identification of learning support needs and SEND is built into the overall approach to monitoring the progress and development of all pupils.

During the academic year all boys in the School sit a series of **diagnostic tests**. The nature of these tests is decided by the Headmaster, Director of Studies and the HLS to give information about the individual's progress and to identify any pupils who may have a learning difficulty. All pupils in the Year 4, Year 5, Years 7 and 8 are tested as follows:

CAT4 Years 4,5,6,7 Vocabulary, Maths, Non Verbal and Skills once a year

PTE and PTM 4,5,6,7 Progress in English and Maths twice a year.

After the test results have been collated, these are published and the HLS and the Director of Studies meet to discuss any pupils who may present with any difficulties which have not already been identified. Any boy showing a significant discrepancy or a very weak score will then be assessed by the Learning Support Department (as before). In addition, the diagnostic test results are also looked at alongside each pupil's recent exam results.

School internal assessments for each subject take place in October and June for years 4 - 7 and internal assessments (October) and external exams for year 8 in June.

School Assessments

All teachers are responsible for identifying children who are failing to make expected progress, both academic and related to wider development of social needs, and for liaising with the Learning Support Department, the Director of Studies and the Headmaster about appropriate support.

Methodology

In identifying a child as needing support, the class teacher working with the HLS will carry out an analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment and behaviour. The analysis will also draw on other subject teachers' assessments where relevant, the pupil's development in comparison to their peers, the view of parents, the pupil's own views and, if relevant, advice from external services. The teacher and HLS agree, in consultation with parents and the pupil, the support to be put in place and a date for the review. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, (and) support provided and any teaching strategies or approaches that are required. This is recorded on the School's information system.

Pupils who are thought to have Learning Support needs or SEN are identified and assessed as early and thoroughly as is possible and necessary. Referral can be made from:

- Class teachers and specialist teachers (analysis of pupil's work, observations of the pupil in class and less structured situations)
- Feedback from discussions with parents, pupils and staff
- Attendance data
- Internal assessment and screening tests

- Management
- Following information from previous school
- External agencies and professionals
- Orders

Early identification of need followed by effective provision is very important because:

- It can remove any barriers to learning and improve long-term outcomes for the child
- It can maximise the likely positive response of the child

The HLS maintains a provision map showing all the provision that the School makes which is additional to and different from that which is offered through the School's curriculum. This allows an overview of interventions used with different groups of pupils.

Follow up to identification

Where a pupil is identified as requiring learning support the School takes action to remove barriers to learning and/or put effective special educational provisions in place. This support takes place in the form of a four-part cycle of 'assess, plan, do, review' known as the graduated response (SEND Code of Practice 2014: 0-25 years).

Assess – the class/specialist teacher and HLS should clearly analyse the pupil's needs before identifying the child as needing SEN/LS.

Plan – parents must be notified whenever it is decided that a pupil is to be provided with SEN/LS.

Do – the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

Review – the effectiveness of the support should be reviewed in line with the agreed date.

The graduated response draws on frequent reviews and may involve specialist expertise in successive cycles in order to match interventions to the needs of the pupil concerned. The way in which a pupil responds can be a most reliable method.

After discussions with parents, child teachers and SEN/LS department and after full analysis of the needs the child is placed on the SEN/LS register. The register is maintained by the HLS.

Procedure

Summer Fields – Level 1

During his time at Summer Fields a boy could be assessed for any of the following reasons:

- He arrived at the School with an EHC Plan.
- He arrived at the School with a history of a learning difficulty supported by information from his parents and previous school.
- He was making little or no progress in class.
- His work in class was substantially below the level expected for a child of a certain age.

- He persistently presented emotional, behavioural, sensory, physical, communication or interaction difficulties.

The HLS will be informed and will make a judgement based on the identification of difficulties from some or all of the following:

- Information from discussion with teachers
- Observation of the pupil in class
- Reports and information from previous school
- The Entry Assessment
- On-going school reports
- Orders
- Exam scripts and results
- Diagnostic tests
- A Record of Concern form as filled in by the boys' tutor (Appendix 1)
- Current work
- Reports from other professionals
- Discussion with the school nurse (e.g. hearing or visual problems etc.)
- Discussion with parents and Parental Questionnaire filled in (Appendix 2)
- A Teaching Assessment (Appendix 3) conducted by the HLS, followed by a report produced for his parents, the Headmaster and tutor.

Summer Fields – Level 2

The HLS will send the report and a letter to the boy's parents also informing them about the charges for LS lessons. After consultation, if the boy needed individual tuition he will be assigned to a member of the LS staff. If individual tuition was not necessary, his progress will continue to be closely monitored.

Individual Education Plans (IEP) and/or recommendations for help in class will be written and circulated to all relevant staff.

Summer Fields – Level 3

Summer Fields Level 3 would be engaged if:

- The pupil continued to work at a level substantially below that expected of his peer group.
- The child continued to make little or no progress in specific areas over an extended period of time.

The pupil would be referred to an educational psychologist or other professional and the resulting report would be circulated to the parents, Headmaster, HLS, LS teacher and tutor.

In the light of the new assessment, altered recommendations for help in class and a new IEP would be circulated to staff including the new recommendations.

If a pupil has made sufficient progress for him to stop his LS lessons he would remain on the SEN/LS Register and his progress would be monitored closely. Other boys on the register would be:

- Those who arrived at Summer Fields with a history of a learning difficulty and/or an Educational Psychologist's report but did not require any further specialist teaching.

- Those who were assessed either by the Learning Support Department or by an outside professional during their time at Summer Fields and did not need specialist teaching but were given recommendations for help in class.

The workflow for identification, assessment and reviews is illustrated by the Graduated Approach flowchart.

Reviews

All pupils who are having LS lessons in EAL, literacy and/or numeracy are assessed with appropriate standardised tests twice a year and with progress tests pre- and post-assessment. The information gathered from these tests form the basis of a future Individual Education Programme (IEP) for each pupil. These test results are put on each boy's IEP together with his most recent exam results and are circulated to all relevant staff for information. The tests are:

Reading (Diagnostic Reading Analysis) – reading, comprehension and fluency

Single Word Reading Test (Wide Range Achievement Test)

Single Word Spelling Test (Wide Range Achievement Test)

Maths – ACCESS Maths test.

Writing – Detailed Assessment of Speed of Handwriting.

8. Provision of Learning Support

Individual Education Plans (Appendix 4)

Every pupil receiving learning support has an Individual Education Plan (IEP) which is reviewed each term. Information is gathered from a range of sources; these include the pupil, his teachers, his parents, his work in class and his results to ensure that the teaching is targeting to his individual needs.

- The IEP will focus on specific teaching to help improve the pupil's weaker areas
- The pupil's strengths are also noted and used to assist with the learning process
- The pupil's learning style will be highlighted, i.e. visual, kinaesthetic or auditory
- The IEP is discussed with the pupil at the start of every term. His thoughts are important and any additions by an individual are noted down on the IEP. The pupil is also encouraged to participate in decisions with regard to the planning and content of his lessons
- The boy's progress is monitored at regular intervals throughout the term. At the end of term, the pupil and LS teacher evaluate the progress he has made; this is noted down on his IEP and forms the basis of the report to his parents. This IEP is also available on the school network so staff can access it to see what progress has been made
- If the boy has had an EP Report, the recommendations made will also be included in the IEP
- Every learning support teacher is expected to observe their pupils twice a year in class

Lessons and Resources

A pupil's individual lessons in the Learning Support Department are tailored to helping him improve his skills and become an independent learner in the classroom. The boy's views are considered at all times. The

members of the learning support staff are always adaptable and flexible and respond quickly to the needs of each learner; a planned lesson may need to be altered or completely changed in order to fit in with a pupil's particular need that day.

- There is flexibility regarding lessons, and pupils generally have between one and three lessons each week; this ensures that a boy will have constant contact with his LS teacher to ensure continuity and steady academic progress. While the School will make reasonable adjustments in terms of the provision of auxiliary aids and services to the pupils, the School's policy is to charge lessons as an extra which will be put on the pupil's bill at the end of each term. Pupils are generally taught on an individual basis and lessons are 30 minutes, 45 minutes or one hour in length
- The timetables are clearly displayed in the main passage and the boys are encouraged to look at the LS notice board every day for any changes to the timetable. A reminder note is given to each pupil to help him remember the date and time of his lesson. If a pupil is more than ten minutes late or does not attend his lesson without a valid reason, his tutor is informed; the Headmaster and his parents are informed if a boy consistently fails to attend
- All efforts are made to ensure that as few lessons as possible clash with academic lessons, music, sport, drama etc. However, in some instances boys will have rotating lessons to ensure they do not come out of the same lesson/activity each week
- There are many opportunities to reinforce specific work covered in the form room e.g. class spellings, going over a comprehension passage, working on maths problems
- In order to keep in touch with what the pupil is doing in the classroom, a pupil is asked to bring his exercise books to his lessons on a regular basis. Spelling tests or any relevant work is photocopied when necessary
- Lessons are generally focused on any or a combination of the following areas: literacy, maths, study skills and motor coordination. Revision is an important part of the learning process and teaching points and strategies for work are frequently revisited. At all times pupils are encouraged to evaluate their own understanding.
- The essence of any learning support lesson will be multi-sensory teaching focused on using the visual, auditory and kinaesthetic channels as most children have strength in one of these areas and therefore have a preferred learning style
- The lessons are generally broken into small units and may include exercises and activities to improve:

Spelling rules and patterns based on Alpha to Omega and Spellzone

Reading strategies (e.g. syllable division, cloze procedure)

Comprehension skills

Mathematical skills

Mathematical conceptual thinking

Auditory sequencing and discrimination

Auditory memory

Visual sequencing, scanning and spatial abilities

Visual perception and discrimination

Visual memory

Listening and concentration abilities

Hand/eye coordination

Handwriting
Fine and gross motor movements
Keyboard skills
Essay planning
Mind-mapping skills
Memory techniques
Revision strategies
Exam techniques

- There is also plenty of scope for working on a computer during a lesson. Boys are awarded with Work Reds for good work and a SUG Certificate for excellent work. (Appendix 5)
- If required, pupils are offered specialist tuition in:
 - Occupational Therapy, handwriting (Appendices 6 & 7)
 - Speech and Language Therapy (Appendix 8)
 - English as an Additional Language (EAL policy)
- A Handwriting Clinic operates several times a week to which children can be referred by their subject teachers or tutors. The support provided helps boys with fine motor skill development, analysing their handwriting weaknesses and working to improve their overall presentation through games and practice. Mrs Morrish, HLS, runs this clinic.
- The department has a range of reading books which include books from the following series:
 - Fuzzbuzz
 - Oxford Reading Tree – Treetops
 - Headwork non-fiction)
 - Tremors
 - Barrington Stoke Books
 - Impact (high interest/low ability)
- There are also reading lists, reference books for members of staff and recommendations from the school library which is well stocked with books for readers of all abilities.
- The department has a wide range of resources, such as:
 - Accelleread / Accellewrite
 - Doodle Maths
 - Squeebles
 - The Multi-sensory Learning Programme (files and CDs)
 - Spelling books
 - Comprehension books
 - Grammar exercises
 - Punctuation books
 - Maths books and equipment
 - Handwriting books, pens and grips
 - Study skills books
 - Visual comprehensions and Listening comprehensions
 - Visual processing and tracking activities
 - Auditory processing activities
 - Sequencing cards

Computer programmes (e.g. Wordshark, Numbershark, Spellzone, Mastering Memory, Kidspiration,
Punctuation Plus, Visual Perceptual Skills Builder etc.)
Stile – Dyslexia, Grammar & Punctuation, Spelling and Comprehension.
Swap gamz
Board games and card games
Smart Chute Games
Moziblox
Magnetic letters (each LS room has a magnetic white board)
Games/activities designed to help with visual skills, co-ordination, sequencing, memory etc
Testing equipment – Timers
Toe by Toe
Kindles (Appendix 10)
I Pads
Learning Support Laptops (for boys for whom a laptop is recommended)

Recommendations for Help in Class (Appendix 17)

All members of staff who teach a boy with a learning difficulty or who are receiving LS are circulated with recommendations for help in class shortly after a boy starts his lessons. These recommendations generally come from a report from another professional together with guidelines from the pupil's LS teacher and other members of staff. Recommendations are also made for pupils who have problems with sight, hearing or speech.

Using these guidelines teachers should plan differentiated work and make reasonable adjustments for pupils with learning difficulties where necessary; this includes activities and outings.

Recommendations for help in class are also circulated for pupils who may not be having LS lessons but are being closely monitored by the department.

These points are reviewed regularly and are reissued to all members of staff who teach the pupil each term.

9. Education, Health and Care Plans (EHC)

In a very small number of cases, when a pupil's needs warrant an EHC plan, the school will liaise closely with the local authority and parents to ensure the best possible outcomes for the pupil.

10. Liaising with External Agencies

If it is felt necessary that a pupil should have an assessment from another professional his parents are advised either by the Headmaster, HLS or by the boy's tutor.

The School has close links with a number of educational psychologists (EP) and several days during the year are set aside for EP assessments at Summer Fields. If a boy has previously had an assessment, parents are generally encouraged to return to the original educational psychologist for a reassessment.

The educational psychologist or any other professional doing an assessment is provided with confidential information about a pupil's difficulties from both the boy's parents and from the School.

Following an assessment there is a debriefing session which the boy's parents, tutor, the HLS and LS teacher will attend. A report is sent directly to the parents and, once they shared the report with the school, it is circulated to all staff.

Occupational therapy and speech and language assessments are also undertaken at Summer Fields at prearranged times. The professional will have a short debriefing with the HLS and again the reports will be sent out to the pupil's parents and to all relevant members of staff.

There are facilities for follow up work recommended by another professional (e.g. visual training) to be done at school. These sessions are generally administered by lodge parents or gap students.

Any other assessments (e.g. behavioural, attentional) are generally undertaken on an individual basis through the ADHD centre in Headington or Psychiatrists.

Any pupil identified with a language based problem will be assigned to the English as an Additional Language Department (EAL) for extra tuition if necessary.

Pastoral Care meetings are attended by the HLS. Counselling is available if required, and this is generally organised through the Headmaster or school sister or Head of Pastoral Care.

11. English as an additional Language (EAL)

EAL at Summer Fields is co-ordinated by Sally Morrish, Head of Learning Support. EAL has a separate Policy Document.

12. Working in Partnership with Parents

Once a boy is assigned to his LS teacher, he/she will write a letter/email of introduction to his parents, giving their contact details and outlining a brief IEP.

Members of the LS staff are always available to talk with parents. Contact is maintained at regular Parents' Receptions or at pre arranged meetings at times to suit a boy's parents or after a pupil has had an EP assessment. There are also opportunities to communicate by letter, telephone call or email. Any major decisions about a boy's needs are always made with his parents. Written records of important conversations with parents are always kept by members of the LS staff.

If a boy needs to have an assessment by an educational psychologist, his parents are always invited to attend a debriefing after the assessment. The pupil's form master/mistress, tutor and LS teacher are also invited. The HLS is always present.

Reports on all boys receiving learning support are written and sent to parents on a termly basis. This report will give a clear account of the work completed during the term and the boy's progress. Copies of all reports can be found in each pupil's file in the Staff Room and on the school network.

When a pupil has made sufficient progress within the department to justify stopping his individual lessons, his parents are advised. A pupil will only cease to have lessons with the full agreement of his parents and tutor. The Headmaster will then write to say that the lessons have stopped but that the boy's progress will continue to be monitored closely.

13. Complaints Procedure

Initial complaints should be addressed to the HLS. If further intervention is needed parents should contact

the Headmaster. Information about the School's complaints procedure can be found in the Staff Handbook.

14. In-Service Training and Staff Development

Members of the LS department have yearly reviews and are observed regularly by the Head of LS while teaching. The reviews are conducted by the HLS. These provide times where teaching and ideas for personal development are discussed and any concerns can be raised.

All members of the LS staff are encouraged to be aware of current research; the department receive the NASEN and the Patoss Publication. Professional development is also progressed through Inset days, attending courses and visits. (Appendix 11)

The HLS also give school insets on relevant topics.

All members of learning support staff are expected to observe their pupil in class at least twice during the Academic year.

15. Links with other Schools

Contact has been made with the LS Departments of a large number of schools; this is maintained by regular visits to and from members of their departments, email, letter and telephone.

- All primary and pre prep schools are asked to provide any information regarding a pupil who has a learning or a behavioural difficulty and has received learning support at his previous school. Many members of the teaching staff from these schools have visited the Learning Support Department at Summer Fields and reciprocal visits have also been arranged. This has been very beneficial and helped the staff at Summer Fields in making sure a child is given the appropriate help. The schools include:

| | |
|---------------|---------------|
| Ashfold | New College |
| The Dragon | St Hugh's |
| Emerson House | Abingdon Prep |
| Bruern Abbey | Manor Prep |
| Moulsford | Chandlings |

- Summer Fields is part of an Oxfordshire group of Prep Schools that meet once a term. This consists of Headington Prep, New College, Ashfold, The Dragon, St Hugh's School, Cothill School, Abingdon Prep, MCS and The Manor Prep. We meet to discuss relevant teaching methods ideas etc.
- Visits have been made to LS Departments at most of the major Public Schools in order to ensure a smooth transition for boys with learning difficulties. A great many of the Heads of LS Departments have also visited the LS Department at Summer Fields. The schools include:

| | |
|--------------|-------------|
| Ampleforth | Oundle |
| Bloxham | Radley |
| Bradfield | St Edward's |
| Charterhouse | Sherborne |
| Eton | Shiplake |

| | |
|--------------|------------|
| Harrow | Shrewsbury |
| Marlborough | Stowe |
| Milton Abbey | Wellington |
| | Winchester |

- Confidential notes about the provision for learning support at each school are written after each visit and are given to the HM to help with advising parents. They are also circulated to the Director of Studies and the LS staff.
- Boys who have an educational psychologist's report recommending extra time and/or the use of a laptop are currently offered these facilities at most schools at Common Entrance (Appendix 12 & 13). These have to be in line with JCQ Guidelines and guided by the public schools. The HLS liaises with the Heads of LS/Registrars at public schools to arrange these facilities. (See SF exam policy)
- Special needs reports (Appendix 14), educational psychologists' reports, other professionals' reports and current IEPs are sent onto a boy's next school.

16. Evaluating the Success of the Provision

The success of Learning Support is evaluated in the following ways:

- Targets achieved in IEPs
- Outcomes filled in in the IEP termly
- Termly reports
- Improved reading, spelling and maths ages
- School exam results
- Pupils with increased confidence who start to take control of their own learning and take a fuller part in school life
- Boys who are able to reduce or stop having LS during their time at the School
- Discussion at Orders' meetings
- Common Entrance results
- Learning Support Staff create a file of evidence for certain pupils to assess overall progress (or otherwise) in a holistic manner. This includes photocopies of class work to demonstrate progress
- Learning Support Development Plan (Appendix 19)

17. Charging Policy

Charges for additional support with one to one can be obtained from the School Office. The Equality Act 2010 extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. While the School will make reasonable adjustments in terms of the provision of auxiliary aids and services to support pupils, the School's policy is to charge for additional learning support tuition.

18 . Learning Support Department and Contact with Staff

Sally Morrish

Head of Learning Support + EAL

| | |
|------------------------|-------------------------------|
| Hilary Coad | Learning Support Teacher |
| Lorraine Watson-Parris | EAL Support Teacher |
| Nicola Donne | Learning Support Teacher |
| Karina Jacoby | Learning Support Teacher |
| Tara Burt | Occupational Therapist |
| Alison White | Speech and Language Therapist |

The day to day running of the department is overseen by the HLS. This is done with the particular support of the Governing Body, Headmaster, Director of Studies, LS staff and all other members of staff have important responsibilities. The HLS reports directly to the Director of Studies.

The members of the Summer Fields staff are supported by the LS staff and issued with the following when appropriate:

- An LS Department Guidebook (Appendix 15)
- A copy of *Understanding ADHD, Autism, Dyslexia and Dyspraxia* by Professor Colin Terrell and Dr Terri Passenger
- Full reports (and shortened reports) from other professionals
- Teaching assessments done at Summer Fields
- Recommendations for help in class (Appendix 17)
- Individual Education Plans (IEPs)

In addition, all documentation (including termly reports) about a boy on the LS Register is available to every member of staff and it is their responsibility to familiarise themselves with the information. This is available:

- On the school network

The members of LS staff meet with class teachers, subject teachers and pastoral staff at:

- The start of term meetings
- Staff meetings
- Orders meetings (where all pupils' progress is reviewed regularly) – HLS attends these and feeds back to the Learning Support Staff
- Meetings with members of staff are arranged when necessary to discuss a pupil's progress and needs; this sort of meeting may include, for example, the boy's LS teacher, his form master/mistress, his tutor and his parents.
- Heads of Department Meeting – HLS attends these once a term and when necessary and feeds back to the Learning Support Staff.

Contact with staff is also maintained by phone, notes and email. All members of the English and Maths departments are asked to give copies of exam papers and scripts of all pupils receiving learning support to the department for reference. Any other relevant department will also give copies.

In order to ensure that the needs of all pupils are given equal priority, the HLS attends:

- The Heads of Departments' Meeting at the start of each term
- Pastoral care meeting
- Regular liaison with Heads of Department
- Regular meetings with the Director of Studies
- Regular meetings with the Headmaster
- Regular meetings with Tutors

- The LS department has termly meetings with shorter meeting times to discuss specific topical issues.

The HLS liaises when necessary with the school sister about boys with any medical conditions affecting their progress; for example, hearing and sight difficulties or those on medication for ADHD or ADD.

The department is situated in the centre of the School and all members of staff are encouraged to 'drop in' to discuss a pupil, his work or how to help him in the classroom.

19. Related Material that needs to be Read in Conjunction with this

- *Accessibility Plan*
- *EAL Policy*
- *Exam Policy*
- *Countering Bullying Policy*
- *Equality and Diversity Policy*
- *Child Protection Policy*
- *The Graduated Approach*
- *Appendices to this policy*

Responsible Member of Staff: Sally Morrish

Responsible Governor: Carole Sweetnam