



SEND and Learning Support Policy

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Updated September 2026

1. Introduction

As an academically selective school we welcome all pupils 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 pupil's time at the school (see the Accessibility Policy and Plan).

We advise prospective parents to inform us of any special Exam Access Arrangements (EAA) 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 SEND / Learning Support needs.

- Where a pupil appears to be behind expected levels, a methodology is outlined in the SEND Code of Practice 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 SEND / LS Support.

3. Aims and Objectives

Summer Fields seeks to encourage a diverse community to which individuals may contribute as fully as possible. We are an academically selective school with high aspirations and welcome all pupils who can make the most of the opportunities that we offer and can flourish in the caring environment we aim to provide. This may mean even those performing to national levels where a pupil might not be categorised as SEND may require Learning Support, at a cost where with parental approval, if 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 SEND / Learning Support Department. The school aims to create conditions whereby pupils are treated solely on the basis of their merits, abilities and potential by ensuring that no pupil is unfairly discriminated against as a result of gender, race, ethnic or national origin, age, social background, disability, religion or belief, family circumstances or sexual orientation. We welcome pupils with special educational needs, providing that their needs can be met by making reasonable adjustments.

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 SEND / 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.

- Ensure the curriculum is made accessible by default for SEND pupils beyond their Learning Support lessons by 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 Support Plans (I.S.Ps.)
- 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
- Teach strategies enabling pupils to manage their needs in a supportive environment.
- Provide additional support for children with SEND through: individual or small group additional classes and the provision of their EAAs.
- Ensuring that pupils and their parents have a voice in this process and are involved in decisions.
- 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 SEND / 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 SEND / LS (Charlie Paterson is the Governor with responsibility or SEND / LS)
- Liaising with external agencies and specialists to support pupils.

4. SEND (Special Educational Needs & Disability) Definitions

In accordance with the Special Educational Needs and Disability Code of Practice for 0-25 years (SEND Code 2014), 'A child or young person has SEND 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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age. We also note that several pupils who are offered Learning Support may not have a special educational need or disability in accordance with the legal definitions. For this reason, SEND pupils on the SEND Register are identified according to the 4 areas of SEND: CL- Cognition and Learning, CI - Communication and Interaction, SEMH- Social, Emotional and Mental Health Needs & SP Sensory or Physical.

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) and 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

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 SEND / LS and those with disabilities. Where a disabled child requires special educational provision, they will also be covered by the SEND definition.

It is important to note that our school's LS / SEND 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, occupational therapist and speech & language assessments).

The Admissions department liaises closely with the Head of Learning Support regarding pupils waiting to be assessed before they officially start. Identification of any need pre-arrival is shared. The Head of Learning Support assesses many of the candidates when there is a known SEND need. Any information we have prior to a pupil arriving is shared so that reasonable adjustments can be made. Our Admissions Policy outlines that parents are requested to alert the school to any specific difficulties in advance of this assessment so that reasonable adjustments can be made for the day.

The pupil's current school is asked to fill in a confidential questionnaire about the pupil (e.g. achievements in literacy & maths skills, ability in the classroom, any learning or behavioural difficulties identified).

7. 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.

8. 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. 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.

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 Head of Pastoral Care 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, support provided and any teaching strategies or approaches that are required. This is recorded on Teams.

Pupils who are thought to have Learning Support needs or SEND 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 subject / specialist teacher and HLS should clearly analyse the pupil's needs before identifying the child as needing SEND / LS.

Plan – parents must be notified whenever it is decided that a pupil is to be provided with SEND/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, the pupil, his teachers and the SEND / LS department and after full analysis of the needs the child is placed on the SEND / 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.

Diagnostic tests

Summer Fields use the following assessments to gain any further understanding required.

Area of Need	Tests
Dyslexia	The Tests of Dyslexia (TOD)
Processing + Memory	The Comprehensive Test of Phonological Processing (CTOPP 2) The Wide Range Assessment of Memory and Learning (WRAML 3) Single Digit Modalities Test (SDMT)
Maths / Dyscalculia	ACCESS Maths test Feifer Assessment of Maths (FAM)
Reading	Test of Word Reading Efficiency (TOWRE 2) Gray Oral Reading Test (GORT 5)
Writing and Spelling	Detailed Assessment of Speed of Handwriting (DASH 2) Wide range Achievement Test (WRAT)
EAL	Oxford Online Placement Test British Picture Vocabulary Scale DASH
Attention and Concentration	Qb Check Vanderbilt questionnaire
Language Development	Assessment of Comprehension and Expression (ACE)

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 Support Plans (ISPs) 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, subject teachers, LS teacher and tutor by the HLS.

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 SEND/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.

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-intervention. The information gathered from these tests form the basis of a future Individual Support Plans (ISPs) for each pupil. These test results are put on each boy's ISP together with his most recent exam results and are circulated to all relevant staff for information. The tests are:

Reading (Gray Oral Reading Test – GORT-5) – reading, comprehension and fluency

Single Word Reading Test (Test of Word Reading Efficiency - TOWRE)

Single Word Spelling Test (Wide Range Achievement Test - WRAT)

Maths – ACCESS Maths test.

9. Provision of Learning Support

Pupils may be referred to the Learning Support Department at any stage in their academic career regardless of whether they were identified in their initial screening tests. Should a pupil be identified as needing support their needs are identified and strategies are put in place within the classroom or relevant environment. From there, we monitor and assess the impact regularly. If the pupil is still not making expected progress, the Head of Learning Support will contact parents regarding the support that is necessary to help that child meet their full potential.

Every pupil receiving learning support has an ISP which is reviewed each term. ISPs are written based on the needs of the pupil. The provisions set out in the ISPs are carefully planned and act as a working document. 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 ISP 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 ISP 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 ISP. 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 ISP and forms the basis of the report to his parents. This ISP 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 ISP
- 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 during registration 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 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; reading accuracy & comprehension; Mathematical skills & conceptual thinking; auditory memory, sequencing and discrimination; visual memory, sequencing & scanning, visual perception and discrimination; listening and concentration abilities; hand eye coordination & handwriting; fine and gross motor movements, keyboard skills; writing, mind-mapping and essay planning; 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.
- If required, pupils are offered specialist tuition in:
Occupational Therapy, handwriting
Speech and Language Therapy
English as an Additional Language (see separate EAL policy)
- A Handwriting Clinic operates several times a week to which children can be referred by their subject teachers, parents 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.

10. Recommendations for Help in Class.

All members of staff who teach a boy with SEND or who are receiving LS are circulated with recommendations for help in class at the start of each term. 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.

11. Education, Health and Care Plans (EHC)

For pupils who have complex needs that cannot reasonably be provided from within the school's resources, a request can be made to the Local Authority to conduct an assessment of the pupil's education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided by the local authority. For more information you can go to Oxfordshire's website: <https://www.oxfordshire.gov.uk>

12. Liaising with External Agencies

If, as a result of our screening procedure, we suspect that a pupil may have a specific learning difficulty, we contact parents to discuss these findings. Depending on the stage the pupil has reached, it may be suggested that a full diagnostic assessment is carried out. If it is felt necessary that a pupil should have an assessment from another professional his parents are advised either by the HLS or by the boy's tutor.

The school has close links with a number of educational psychologists (EPs) 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 the HLS.

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

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

13. English as an additional Language (EAL)

Summer Fields has a number of international students and endeavours to provide these pupils with intensive tuition in the English language, which will allow integration & success in the school and encourage them to be independent, autonomous learners. We also aim to celebrate the diversity and richness which these many cultures bring to our school life together, whilst at the same time, looking for common ground and crossover between languages. EAL at Summer Fields is co-ordinated by Sally Morrish, Head of Learning Support & EAL.

14. Working in Partnership with Parents

We are keen to meet the parents of all new pupils with SEND. We ask the parents to send in information about any specific needs which their child might have and invite them to discuss these with us.

Should a pupil need Learning Support, we contact the parents to explain this decision and to offer the option of further screening, if considered necessary, by external specialists. Following an assessment by an educational psychologist, Occupational Therapist or Speech and Language Therapist we invite a pupil's parents to talk through the report findings in a meeting with us and the assessor.

Members of the LS staff are always available to talk with parents. We hold parents' receptions throughout the year and are very keen to see the parents of pupils with Learning Support or SEND needs. Parents are also invited to meet the Head of Learning Support or their child's learning support teacher throughout the term. We like parents to be involved in supporting their child as much as possible and will frequently ask for their help with holiday homework. We are also available by telephone and email and this is the option most suitable for many families and especially those pupils whose parents live abroad. The Learning Support teachers follow the same reporting schedule as the rest of the school.

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

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.

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, subject teacher and tutor.

15. Complaints Procedure

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

16. 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.

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.

17. 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.
- Summer Fields is part of two Oxfordshire groups 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, Magdalen College School, Moulsoford, Chandlings and The Manor Prep. We meet to discuss relevant teaching methods ideas etc.

18. Evaluating the Success of the Provision

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

- Targets achieved in ISPs
- 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 Development Plan

19. Charging Policy

Charges for additional support with one to one are detailed in the school's fees schedule. 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.

20. Access Arrangements

Where applicable, we will apply for pupils with SEND & EAL needs to be given access arrangements (for example a reader, scribe, the use of a laptop, prompt, or extra time) in assessments and exams (either senior school pre-tests or Common Entrance exams, in accordance with ISEB rules). This will be included in the individual's ISP and be recorded on a list shared with staff. Prior to taking the ISEB Pre-tests, attending assessments at senior school or the Common Entrance in year 8, we will receive parental written permission before sharing any externally commissioned reports.

Boarders

For boarders with SEND, adjustments in the boarding environment are made to enable full access to school life and ensure support is in place. The school recognises, in line with KCSIE, that pupils with SEND are more vulnerable to safeguarding risks and ensures close liaison between the Head of Pastoral Care, Designated Safeguarding Lead and boarding staff. This is taken into account when planning the provision for SEND & EAL pupils in the boarding environment.

21 . Learning Support Department and Contact with Staff

Sally Morrish	Head of Learning Support + EAL
Monika Calatayud	Learning Support Teacher – Maths (from April 2027)
Asia Kazsuba	Learning Support Teacher- English as an Additional Language
Nicola Donne	Learning Support Teacher- Literacy
Kate Parry	Learning Support Teacher- Literacy
Larissa Naccarato	Occupational Therapist
Delia Bywater-Owens	Occupational Therapist
Jacenta Murch	Speech and Language Therapist

The day to day running of the department is overseen by the HLS. 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:

- A LS Department Guidebook
- Full reports (and shortened reports) from other professionals
- Pupil profiles
- Teaching assessments done at Summer Fields
- Recommendations for help in class
- Individual Support Plans (ISPs)

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 Teams and the SEND notice board in the staff room.

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

- Weekly pastoral care meeting
- Regular liaison with Heads of Department
- Regular meetings with subject teachers
- Regular meetings with Tutors
- The LS department meets for a formal meeting at the start of term tings with shorter, more informal meetings during the term 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.

22. 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: Charlie Paterson