



## PURPOSE

The fundamental principles of Focus School Carshalton Campus in England are tied to the Children and Families Act 2014 Part 3 and SEND Code of Practice 2014.

In Scotland, Northern Ireland and Wales the N/A Campus will apply their relevant laws as agreed by the government, and are to provide equal opportunities for learning and growth to every pupil or student. This information will be detailed in the Contextual information of this policy.

This policy is reviewed regularly in the SEN Trustees Annual Report and is readily accessible to parents and school staff.

The aims of this Learning Support (SEND) policy is to:

- enable learning through the Learning Support Guidelines and Handbook using the graduated approaches so that all pupils at Carshalton Campus achieve the highest standards and care possible.
- be read in conjunction with, and inclusive to other Focus Schools policies and the Focus Schools' School Offer (Appendix 1).
- ensure an inclusive approach through the graduated approach phases 1-3 to learning is applied for all Focus pupils including those with SEND.
- ensure equality of educational opportunity and access for all Focus pupils according to the Equality and Discrimination Act 2010.
- concentrate on raising the level of achievement of all pupils in Focus schools including those with SEND.
- assist SEN trustees and SENCOs in leading SEND provision in Focus schools effectively according to appendix 1 and 2.

## SCOPE

This policy applies to all SENCOs, senior teachers, teachers, teaching assistants and any additional support staff who work with students in the school or in Focus School Support Office.

It is the expectation that the SENCO, teachers and LSAs/TAs will demonstrate best practice in exemplifying what is articulated in this Policy.

The Children and Families Act 2014 Part 3 and SEND Code of Practice 2014, necessitates a commitment to rigour and quality in the provision and evidencing of good to outstanding performance, in line with the procedures and practice outlined in this Policy.

## DEFINITIONS

With Learning Support for Special Educational Needs and Disability, we mean the provision of equal opportunities for learning and growth to every pupil or student. The process begins with the child in the centre and is constructed holistically to enhance children's learning by providing high quality learning programmes matched to the needs of individual students and aimed at promoting their full inclusive participation in the society.

The school is committed to creating learning programmes and an inclusive environment that meet the educational and welfare needs of each student, and to nurture the attitudes and skills necessary for continual learning and personal growth throughout the life.

'Learning how to Learn' means using learning as a tool where students are equipped with the ability to think critically, process information perceptually, analyse data accurately and evaluate situations intelligently in order that they fulfil their true potential. Support for learners plays a key role. This entails removing barriers to learning, physical, attitudinal or pedagogical, early intervention and support and welfare.

## **POLICY STATEMENT**

Learning Support and SEND provision in Carshalton Campus is a cyclical process.

We follow the Focus Learning Support Process that is clearly set out in the Focus Learning Support Guidelines 2014. In the rationale of the learning support are highlighted orderliness, flexibility, and continuity of the support. The aim is to enable teachers to focus better on each individual students learning. The cycle of support may begin at any time of the child's development and continue throughout the education cycle or be intermittently applied.

The support should begin well before the child enters Carshalton Campus with Transition Phase where identification processes and data collection is made of any known learning needs, arrangements or plans.

- Transition Phase applies always when student moves class, grade or school and in transit to 16+ educational establishments. Members of the committees responsible for transferring information regarding education provision: Trustees, senior teachers, teachers, assistants, and teacher-'trainees' in addition to health personnel, and educational psychologists and all who work with the child are all bound under the Confidentiality Act regarding the children's', their families', and all concerned personal situation and matters. Information regarding intensified and special support, course adjustments, or relief of certain courses and documentation and information regarding these arrangements is confidential.
- Phase 1 of the general line of support is high quality personalised and differentiated teaching with support targeted at areas of concern. The teacher is a teacher of all students and establishes a learning environment which is inclusive of all students including the gifted and talented. Teacher modifies and adapts teaching approaches and resources and establishes a contact with family. Teachers continuously assess, evaluate and track to identify students that are not achieving their full potential or are in need of special support to participate in and access and excel the curriculum.
- Phase 2 is applied where progress continues to be less than expected and the implementation of intensified support is decided in multi-professional consultations based on pedagogic assessments. This applies equally in the case of able, gifted and talented students. The class or subject teacher, working with the SENCO and Campus Learning Support Committee assess areas of specific concern while gathering evidence (including the views of the student and their parents) and the school puts in place extra teaching and / or other intensified interventions designed to secure better progress, or advanced learning opportunities where required. The student's response to such support can help identify their particular needs. Intensified support is then given to a student according to a premeditated decision and an Intensified / Advanced Learning Plan may be written. All consultation and collaboration is recorded in the Referral and Tracking Form. Pedagogic professionalism takes a central position when we are assessing the support a child needs. Assessment of the details in the implemented support is carried out primarily by the teachers teaching the child. (Children and Families Act, 2014; SEND Code of Practice 2014).
- Phase 3. When campuses have explored all possible strategies available to them and the given intensified support is not sufficient to assist the student to manage the schoolwork, campuses consult the National Learning Support Committee. There may be a referral to outside agencies in consultation with parents / family and National Learning Support Coordinator. Approval for this is given by National Learning Support Team Leader. A pedagogic report is written and completed of the Referral and Tracking Form and an

administrative decision for special support is made. The student may then be referred to Education, Health and Care needs assessment (EHC) depending on the circumstances where support and arrangements to be implemented must be specified according to the special learning support administrative decision. If the special support decision is made during the basic education stage without intensified support arrangements, it must be based on new assessment of the student's situation for example as a result of an accident or serious illness. In this case a psychological or medical assessment is made.

- We respond to the needs arising in learning and schooling by differentiating and personalising teaching and learning including learning environment, teacher collaboration and flexibly changing teaching groups.
- We use different forms of support as tools to respond to the support needs of individual students and those arising in teaching groups as part of the general Phase 1 support before moving to Phase 2 intensified support phase. Phase 2 support is designed comprehensively for one particular student's needs. Its nature is stronger and more persistent than general support. With the aid of intensified support we support systematically student's learning and schooling and prevent increasing, accumulation, and diversification of the problems.
- The role of Phase 3 special support is to offer the student holistic, comprehensive and systematic support in such a way that the student can fulfil the requirements in compulsory education and acquires a base to continue studies after the basic education. At this time all support methods in basic education are in use. The school may utilize all the support methods during the different phases of support. Exception is the full time special education, which is not offered during general or intensified support phase but only during special support phase.

## PROCEDURES

### **Roles and Responsibilities at Carshalton Campus:**

SEN Trustee is: Mr Kenneth F Gardiner

SENCO is: Mrs Justyna Zmuda

Campus Learning Support Committee consists of: Mr Kris Sodhi, Mrs Justyna Zmuda, Mrs Beatrice Lawes, Mrs Noirin Lomasney, Mrs Heather Taylor

National Learning Support Committee is made up of the following School Support Office Staff: Ted Picton, Mrs Heli Laiho-Murdoch and your Regional School Development Advisor, Mrs Dee Derwick Chrisp

At Carshalton Campus we acknowledge that Learning support is most effective in when the following practice is evident:

- All pupils are appropriately supported through well planned, effectively differentiated and personalised lessons that take account of the differences in learning styles and capabilities of all learners. Class teachers are responsible for providing the in-class Phase 1 general support to all learners, regardless of ability. All teachers are teachers of gifted and talented students and those requiring extra support due to learning difficulties or disability.
- SENCO is a qualified teacher (QTS), Job description and person specification as Appendix 3.
- SENCO will obtain the required National Award in Special Educational Needs Co-ordination within three years of appointment.
- SENCOs are up to date and adhere to current Focus Learning Support Guidelines and practice
- SENCO displays excellent professional knowledge, continuously developing their own professional understanding and knowledge in all related SEND areas, especially those

manifesting in our schools, including mentoring of inclusive differentiation strategies, giving teachers confidence in inclusive intervention methods and.

- Lessons are planned with SENCO and TA. This ensures full inclusion, and full SEN student participation in all parts of the lesson. Teaching assistants are consulted and they are provided with a lesson plan in advance of the lesson which identifies the differentiated learning objectives for the students they are supporting and their supporting role.
- Planning together ensures that teaching assistants are used in an active and focused way to support the less able and SEND students for the best possible outcome.
- Teachers have a clear lesson plan indicating:
  - differentiated and personalised learning objectives for the lesson
  - the role of the TA /LSA to be clearly addressed,
  - the multisensory/differentiated activities to be undertaken by any SEND students,
  - differentiated learning opportunities and learning environment,
  - ILP/ALP or EHC expected outcomes,
  - Necessary resources.
- Teachers must refer to students' ILP/ALPs and EHC and demonstrate effective planning with the longer term outcomes.
- Clear, obtainable and personalised learning objectives are displayed and shared with SEN students.
- All students know their targets and how to improve their learning.
- Teachers have high realistic expectations of all learners. Rewards and praise guide the inclusive teaching.
- Teachers display excellent subject knowledge, including methods of inclusive differentiation, giving students' confidence and developing their understanding in how to move forward in their learning.
- Teachers create and provide an inclusive, stimulating and attractive multisensory classroom learning environment for interactive learning to engage the interests of their SEND students.
- High quality, caring and professional relationships exist between students and teachers. Teachers continuously develop their professional knowledge and skills to include SEND students in class activities and to access the curriculum.

The Carshalton Campus will publish the personalised Learning Support Policy and School Offer on the school website. Appropriate reference to the Campus Learning Support provision should be made in the school Prospectus.

## **CONTEXTUAL INFORMATION about Carshalton Campus relevant to the Learning Support (SEND) Policy and its implementation in the Campus.**

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## **ASSOCIATED DOCUMENTS**

Appendix 1 Focus Schools Offer

Appendix 2 Focus Learning Support Guidelines 2014

Appendix 3 SENCO Job Description and person Specification

- Admissions Statement
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Management Policy
- Child Protection and Safeguarding Policy and Handbook
- Curriculum Policies including Primary and Secondary Curriculum Policy Statements, Gifted and Talented Policy, Teaching and Learning Policy
- Data Protection Policy
- Disability and Discrimination Policy including Statement and 3 Year Action Plan

- Enrolment Application Form
- Exclusion Policy
- Health and Safety Policy and Procedures
- ICT Policy
- Physical Control Policy
- School Prospectus
- Work Experience Policy

## LEGISLATION

Children and Families Act, 2014, <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>  
'Children and Young People with SEN: an analysis',  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)  
Confidentiality Act, [www.lawcentreni.org/data-protection.html](http://www.lawcentreni.org/data-protection.html)  
Equality Act 2010, <https://www.gov.uk/definition-of-disability-under-equality-act-2010>  
Focus Policy, Procedure & Guidance Manual Index April 2014  
Health and Safety Executive (HSE) guidance, [www.hse.gov.uk/guidance](http://www.hse.gov.uk/guidance)  
SEND Code of Practice 2014,  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)  
[Code of Practice approved by Parliament 29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

## ISSUED BY

Focus Learning Trust

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Signed by Chair of Board of Trustees: .Neil Hardwick

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At a Trust Meeting on (date): .16<sup>th</sup> December 2014

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## Focus Schools Offer



## **Focus Learning Support Guidelines 2014**



## **SENCO Job Description and Person Specification**