



ST. JOSEPH'S COLLEGE

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Learning Support Policy (including EAL)

This policy relates to all sections of St Joseph's College, including the Early Years Foundation Stage.

Introduction

St Joseph's College's Learning Support Policy reflects the uniquely talented nature of its students due to its selective entry. St Joseph's College welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. Pupils, whose Special Educational Needs and disabilities (SEND) are suited to the curriculum, are also welcome provided they meet the selection requirements and provided that the Learning Support team can provide them with the help and support they require. Emphasis is placed on enhancing as well as supporting each student's learning across the curriculum.

St Joseph's College believes that:

- Pupils with individual needs are entitled to a broad, balanced, coherent and relevant curriculum which is differentiated to ensure maximum progress
- The educational needs of all students are the shared responsibility of all staff. Consequently, staff should be made aware of students' individual needs and use appropriate professional skills to address these
- There should be a flexible and staged structure of provision
- Additional support and resources should be available to meet the needs of identified students
- Parents should be involved

Identifying learning issues

St Joseph's aims to ensure that pupils are identified and given help in areas of the curriculum where they are not thriving as expected. Pupils have a learning difficulty if they:

- Have a greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

The following staged structure of provision is followed when necessary:

1. Raising a concern

Pupils with learning issues are identified:

- From information from the feeder school
- Through assessment and data
- By the subject teacher or tutor
- Through a parental enquiry or concern



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Initial concerns should be passed to the Learning Support Coordinators for processing.

2. Supported Learner

All staff are made aware of individual needs and given help with teaching strategies and targets for students whose issues affect their learning across the curriculum. This information is also shared with the student. Strategies at this stage may include:

- Producing a Supported Learner Plan (SLP) and/or Care Plan
- Setting literacy, numeracy or other targets
- Offering extra-curricular specialist support or study skills
- In lesson differentiated support
- Consideration for access arrangements
- Mentoring

3. SEND

Students at the SEND level of support are considered to have significantly greater difficulty in learning than their peers, or have a disability which prevents or hinders them from making use of facilities generally provided in College. They may require support from other professionals and agencies, such as Educational Psychologists and Hearing Impaired Advisors, as well as benefitting from the type of in school support already listed. Any advice from outside professionals will be made available to staff as appropriate and these students will have a Special Education Plan (SEP) and/or Care Plan.

Support at the SEND level should be to an agreed time scale and subject to regular review. Parents and staff are consulted and advised as necessary.

4. Educational Health and Care Plan

Students with an EHCP from their local authorities who are suited to the school's educational offer are welcome. The College will provide an education for these students which matches that required within their EHCP. Students are monitored throughout the year and will have their targets reviewed annually. In terms of Statutory Assessment, the procedures for the EHCP Annual Review will be followed as set out in the SEND Code of Practice (2015), and in accordance with the appropriate Local Authority.

Pupils with EAL

Whilst we recognise that a number of our pupils speak more than one language, and we acknowledge that bilingualism can be a strength, English is our common teaching and social language. However, this does not detract from us valuing and celebrating the additional languages within our school community.

Pupils with EAL are identified on entry into the College from the completion of a languages form and in some cases prior information from parents and feeder schools.

In order to cope with the academic and social demands of St Joseph's College pupils must be fluent English speakers. The school may recommend that some children, whose first



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language at home is not English, receive individual tuition in English as an additional language, for which there is an additional charge.

Pupils with EAL are often confident and fluent in English and have no difficulty in accessing the curriculum or making normal progress. Where this is the case monitoring of EAL becomes parts of academic monitoring.

In the EYFS we consider each child's situation individually, and tailor any EAL support to the needs and age of the child.

- All staff play a crucial role in modelling uses of language. Staff provide language enrichment activities and support building vocabulary. The language demands of learning tasks are considered across all curriculum areas.
- Enhanced opportunities are provided for speaking and listening, including presentational talk, and use made of drama techniques and role play.
- Additional visual support can be provided, e.g. posters, pictures, photographs, objects, demonstration, and use of gesture. Scaffolding may be used for language and learning, e.g. talk frames, writing frames.
- Reasonable steps are made to provide children with the opportunities to use their home language within school to support their language development at home. For example, encouraging children with EAL in the Early Years to play in their home language.

Pupils with EAL are monitored as Supported Learners unless the combination of their difficulties meets the criteria for SEND.

Roles and Responsibilities

Learning Support Coordinators

The Learning Support Coordinator for the Senior School is Mrs Alison Clarke and for the Prep School is Dr Mandy Hetherington. They will, after discussion with the Deputy Head Academic/ Deputy Head Prep and other staff, approach outside agencies when necessary. The Learning Support Coordinators are also responsible for liaising with the Data and Exams Manager concerning the issue of access arrangements and special consideration in external examinations.

The Learning Support Co-coordinators have overall responsibility for:

- Overseeing the day-to-day operation of the policy
- Screening pupils prior to entry to St Joseph's to identify learning support needs and implement appropriate action
- Liaising with teachers both formally/informally
- Overseeing and maintaining the Learning Support records
- Liaising with Heads of Department, Heads of Section, staff and parents
- Maintaining a register of Learning Support students.
- Contributing to in-service training of staff
- Liaising with external agencies
- Ensuring SLPs, Care plans and SEPs are written and reviewed
- Managing specialist teachers and ensuring consistency of approach
- Coordinating annual reviews with relevant agencies for pupils with EHCPs



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Social Emotional and Mental Health (SEMH) needs will be co-ordinated by Deputy Head Pastoral in the Senior School and by the Learning Support Coordinator in the Prep School.

The Role of the Governors

The Learning Support Coordinators also report to the Headmaster who is responsible for the overall provision for the needs of students and also to the Chair of the Education Committee.

Partnership with Parents/Carers

The College hope is that all parents will feel able to share any concerns about their child with the pastoral staff in order that a healthy partnership for the care of their child can be developed. The Learning Support Coordinators, other pastoral staff and tutors who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum or Support or Care plan, might be in their best interests, or if there was a specific concern.

We will work with outside agencies, as appropriate, to provide early help with identification of any special needs and early intervention, and will involve parents regarding working with external specialists (especially in the context of EYFS).

All parents/carers of children requiring learning support will be treated as partners and will be supported, so as to be empowered to:

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Help to set targets
- Have knowledge of their child's entitlement

In addition, parents/carers will have the opportunity to:

- Make their views known about how their child is educated
- Have access to information and support during assessment and any related decision-making processes about learning support provision

School behaviour and discipline

The College takes pride in its well-developed systems of pastoral care for social interaction amongst pupils. All pupils, from the youngest in the Early Years Centre upwards, are taught that discrimination, victimisation and bullying are prohibited and will not be tolerated. The College's objective is to ensure that a disabled pupil, or a pupil with SEND or other protected characteristics, does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities, the importance of respecting each other and behaving towards each other with courtesy and consideration.

The College Behaviour policies and College Code of conduct make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated, homophobic, disabled



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or cyber, in causing serious psychological damage and even suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the College has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.