



ST. JOSEPH'S COLLEGE
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LEARNING SUPPORT & ENGLISH LANGUAGE LEARNER POLICY

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| Policy Owner Head of Learning Support | Associated documents | Legal Framework <ul style="list-style-type: none">• Special Educational Needs and Disability (SEND) Code of Practice• Part 3 of the Children and Families Act 2014• The Special Educational Needs and Disability Regulations 2014• The Equality Act 2010 (section 20),• Public Sector Equality Duty (section 149 of the Equality Act 2010),• The Governance Handbook• The School Admissions Code |
| Review by FGB | Review frequency Every 3 years | Next Review date January 2027 |



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Learning Support & English Language Learner Policy

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. All students have individual needs and our intention is to make St Joseph's College an inclusive environment where every student is able to access the curriculum so they become confident, independent learners who fulfil their aspirations and achieve their best. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

St Joseph's College believes that:

- Students 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
- Communication is important with students with SEND and their parents or carers and to involve them in discussions and decisions about support and provision for the student

Legislation and Guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it



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- The [Governance Handbook](#), which sets out governors' responsibilities for students with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Definitions

5.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 by mainstream schools.

5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

| AREA OF NEED | |
|-------------------------------|---|
| Communication and interaction | Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category. |



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| AREA OF NEED | |
|-------------------------------------|---|
| Cognition and learning | <p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment |
| Social, emotional and mental health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder• Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p> |
| Sensory and/or physical | <p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none">• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment• A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p> |



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Identifying learning issues

St Joseph's aims to ensure that students are identified and given help in areas of the curriculum where they are not thriving as expected. We will assess each student's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may reasonably need to make. Please be aware that not all access arrangements can be implemented at College.

Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.



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The following staged structure of provision is followed when necessary:

1. Raising a concern

Students 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

Initial concerns should be passed to the Head of Year.

The graduated approach to SEN support

Once a student has been identified as having SEN, we aim take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's class teacher and the SENDCO will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The school may also seek advice from external support services, which may incur additional charges to parents/carers.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the student, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system SchoolBase and will be made accessible to staff in a CLARITY Plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.



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4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

2. CLARITY - Monitor

All staff are made aware of individual needs and are supported by the SENDCo where appropriate 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 CLARITY Plan
- In lesson differentiated support
- Consideration for access arrangements

3. CLARITY – Plus or Bespoke

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 require support which is in addition to or otherwise different from the education provision made generally for students of the same age which includes one to one lessons or small group lessons with a specialist teacher. This includes bespoke curriculums.

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 aim to provide an education for these students which matches that required within their EHCP and inform parents where this is not possible. 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.



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Students with ELL

Whilst we recognise that a number of our students 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.

Students with ELL 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 students must be fluent English speakers. The school may recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language, for which there is an additional charge.

Students with ELL 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 ELL becomes parts of academic monitoring.

In the EYFS we consider each child's situation individually, and tailor any ELL 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 ELL in the Early Years to play in their home language.

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

Roles and Responsibilities

The Head will:

- Work with the SENDCO and governors to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENDCO has enough time to carry out their duties



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- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Head of Learning Support (SENDCo)

The SENDCo will approach outside agencies, when necessary, after discussion with the Deputy Head Senior, Deputy Head Prep and other staff. The SENDCo is also responsible for liaising with the Data and Exams Manager concerning the issue of access arrangements and special consideration in external examinations.

The SENDCo has overall responsibility for:

- Overseeing the day-to-day operation of the policy
- Screening students prior to entry to St Joseph's to advise the Head on what support is required.
- Liaising with and advising colleagues
- Overseeing and maintaining the Learning Support records
- Liaising with Heads of Department, Heads of Year, staff and parents
- Maintaining a register of Learning Support students.
- Contributing to in-service training of staff
- Liaising with external agencies
- Ensuring CLARITY Plans written and reviewed
- Managing specialist teachers and ensuring consistency of approach
- Coordinating annual reviews with relevant agencies for students with EHCPs

Class Teachers Responsibilities

- Gather information about the student and make an initial assessment in order to identify potential areas of need
- Setting challenging but achievable targets
- Discuss concerns with Heads of Department and Heads of Year
- Consult with parents
- Discuss next steps with SENDCo (e.g. extra support or interventions)
- Implement CLARITY Plans
- Attend meetings and training with professionals as appropriate
- At any stage request advice and support from the SENDCo
- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach



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- The progress and development of every student in their class
- Working closely with specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the student and the school
 - Listen to the parents' concerns and agree their aspirations for the student

The Role of the Governors

The key duties of the governing body are to ensure that the school meets its statutory duties and that the SEND policy is implemented effectively they ensure that peoples with SEN and/or physical disabilities have the same opportunities to make good progress and playing active and fulfilling role in the life of the college alongside students with no SEN. The Head of Learning Support also report to the Head 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 staff in order that a healthy partnership for the care of their child can be developed. The Head of Learning Support, other pastoral staff and tutors who are involved with their child are always happy to discuss any parental concerns so a candid exchange of views can be had to assess whether the child's needs are being met effectively in the mainstream setting. Any perceived deficiency in provision or progress must be reviewed I light of placement and what the College can reasonably offer. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum or Support might be in their best interests, or if there was a specific concern. In order for parents to be active partners, it is essential that they fulfil the following responsibilities:

- Support the college and its ethos of inclusion within a mainstream setting
- ensure that their child attends college regularly inform the school of any factors that may impact on the child's health, learning or well-being
- Engage effectively with the College e.g. accepting advice from teachers and others in the professional partnership (e.g. Occupational therapist, psychologists)

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). Please note these may occur extra charges.

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



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- Share all relevant information so the College is fully informed.
- 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

Order of Contact

- At the first instance parents should discuss any concerns with the student's tutor.
- A follow-up appointment may be needed to see the SENDCo if further advice is sought
- In some instances, it may then be appropriate to meet with a member of the senior management team

It must be understood that a mainstream school aims to meet all the students educational and pastoral needs, not only those with SEND, so cannot make changes at the request of individual parents where those changes are not in the student best interest long term, would be detrimental to the other children or would cause disruption to other effective running of the school.

Student participation:

Students are expected to participate in all the decision-making processes as appropriate. They will also be involved in the CLARITY plans to ensure that their voice is included in target setting.

School behaviour and discipline

The College takes pride in its well-developed systems of pastoral care for social interaction amongst students. All students, 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 student, or a student with SEND or other protected characteristics, does not suffer less favourable treatment as a result of discrimination. Students 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 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 students understand that the College has a zero-tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

Facilities for SEN students

The College aims to provide inclusive accommodations for all students however the budget has limitations and must ensure "efficient use of resources".



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- The school has no specialist unit or facilities
- Although the College supports the need for students to work in groups outside of class, or one to one support, space and accommodation is limited
- Due to the heritage of our building, we are not fully accessible to wheelchair users
- There is a disabled toilet

External Support Services

- We have a specialist assessor who has a working relationship with the school provides full educational profiles as well as assessments for access arrangements. Referrals by the SENDCo are normally in response to a teacher's concerns.

Monitoring of SEND:

In order to ensure SEND students thrive the SENDCo, with Assistant Head of Academic will review the College's provision to monitor:

- Progress and challenge
- Policy implementation
- Provision offered in each class
- Differentiation
- Record keeping
- Effectiveness of intervention programmes

Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the student's tutor. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Head teacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).