



Support for Learning Policy

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Introduction

At King's College Riyadh each child is a valued individual, regardless of ability, and has the right to a broad and balanced curriculum. The school operates a whole school policy on special educational needs which aims to meet each child's individual needs and help them to reach the highest standards of which they are capable, following the guidelines of the 2014 UK SEN Code of Practice 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

Definitions

Additional Learning Need (ALN) is a Special Educational Need (SEN). Children have ALN if they have a learning difficulty and/or disability which calls for special educational provision to be made for them.

A Learning Support Need is not classified as a Special Educational Need; however, it is a need that creates a barrier to learning.

Aims

- To apply a whole school policy to meeting each child's individual needs following the guidelines of the 2014 UK SEN Code of Practice 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.
- To identify, at the earliest opportunity, any child who may have an additional or special educational need.
- To offer different levels of intervention to match the child's level of need.
- To ensure that all school staff are aware of each child's needs so that such needs may be met in all school settings.
- To ensure that all pupils experience success in their learning and achieve to the highest possible standard.
- To ensure that no child is discriminated against, in any area of school life, on the basis of his/her disability.
- To provide pastoral care and support for all children so that they may develop in all areas and build a strong sense of self-esteem.
- To ensure that children's records include information relating to their individual needs and the interventions which have been provided and their outcomes.
- To conduct regular reviews of the children's progress.
- To work in partnership with the children's parents/carers at all stages.
- To include the children in this process by giving them the opportunity to identify their strengths and weaknesses.

Responsibilities

The Head of Learning Support is responsible for the day-to-day implementation of the policy for ALN/Learning Support at King's College Riyadh, working closely with staff, parents and carers, and other agencies. The Head of Learning Support also provides professional guidance to colleagues to secure high quality teaching for pupils with SEN.

The Head of Learning Support works in close association with the Deputy Head Pastoral and the Principal.

The Learning Support Department

Members of the Learning Support team are experienced and well qualified in remedial and special education and teaching pupils with SEN, including EYFS children and those with EAL (see separate EAL Policy).

The responsibilities of the Head of Learning Support and Learning Support department are as follows:

- Help classroom teachers to identify and make provision through normal classroom differentiation and support, for children with SEN/AN from Pre-School upwards
- Help classroom teachers to provide intervention to SEN/AN children
- Plan and implement interventions following the advice of outside agencies for SEN children receiving external help
- Provide specialist teaching, appropriately planned, structured and evaluated, to groups or individuals, in response to identified needs
- Keep Individual Education Plans (IEPs) under review and evaluate, liaising with class teachers, parents and pupils
- Maintain SEN/AN records so that they are readily accessible to all staff

- Provide information on all children with SEN/AN to all members of staff who may be involved with them
- Liaise with parents at all stages and involve them in decision making
- Seek and respond to the views of the children themselves at all stages
- Ensure that suitable exam and entrance assessment arrangements are made for children who cannot cope with the normal procedures
- Contribute to INSET programs for both the Learning Support staff and the mainstream teaching staff
- Provide support for staff so that children's needs can be met and children can be integrated in the mainstream classroom

Admission Arrangements for SEN/AN pupils

- Pupils are admitted to the school at the discretion of the Principal (see also King's College Riyadh Admissions Policy)
- The Principal will admit pupils with mild to moderate learning difficulties if the support that can be offered by the school is appropriate and if it is in the best interests of the child.
- Children joining the school will complete an admissions assessment. They are assessed in reading, spelling, numeracy and verbal reasoning. As a result of these tests if a child appears to have SEN/AN that has not been previously identified, the Principal may advise parents that further assessment by the Head of Learning Support or an educational psychologist is necessary so that the school is able to provide the appropriate intervention on arrival.

Identification

Pupils' needs generally fall within a number of broad areas:

- Communication and interaction (speech and language disorders)
- Cognition and learning (general and specific learning difficulties)
- Behaviour, emotional and social development
- Sensory and/or physical development
- A child's needs may become apparent through:

They may be identified from:

- admission procedures or documentation from another school or agency
- teacher observation or concerns
- whole school assessment and screening procedures which include annual Standardised Progress Tests and examinations
- through parental or pupil's concerns
- by investigating behavioural difficulties which may be caused by educational difficulties.

Specialist assessments and observations undertaken by the Head of Learning Support may highlight areas of weakness that can be addressed either in the class situation or by a specialist teacher in the learning support department.

More formal assessments by an Educational Psychologist, Speech and Language Therapist or Occupational Therapist may be advised and if it is the parents wish, arrangements for the external provision for these tests can be made with the support of the school. The parents, however, are responsible for paying for the recommended assessments.

Provision

Individual IEPs are set in place and support is given within the classroom or in small groups delivered by the SEN teacher.

For children with SEN/AN, there are strands of action which may be taken to meet AN within the teaching environment. Children may receive LSA support when their needs are identified, and parents agree with the provision. LSA support will be charged to the parents in addition to the fees.

Pupils requiring Learning Support may receive between one and five individual or small group lessons each week, although two is typical. As far as possible, they will not be withdrawn from core curriculum subjects. Their individual preferences and strengths are considered in addition to the advice of the staff and parental requests. We aim for minimum disruption to a pupil's timetable.

Assessment, Monitoring and Review

The school follows the UK SEND Code of Practice 2014 0 to 25 years' graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

- **Assess:** The Head of Learning Support, along with the form tutor, subject teachers and the Head of Year should clearly analyse a pupil's needs before identifying a child as needing SEN support.
- **Plan:** Parents must be notified wherever it is decided that a pupil is to be provided with SEN support.
- **Do:** The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve 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.

Individual Education Plans

An Individual Education Plan is drawn up within three weeks of identification of need for the pupils who are identified as needing one. It is reviewed twice termly.

It is used to inform staff and plan intervention. It includes a summary of areas of concern, short-term targets, achievement criteria and strategies that can be applied in school and home to help learning. It details extra support in place and the staff involved. Parents' input is welcome and are taken into consideration when is possible.

IEPs may be adjusted at any time by the Head of Learning Support and amended after meetings with staff and/or parents. Parents receive a copy of the IEP.

All teachers are made aware of the pupils with IEPs and have access to their IEPs (Saved on the server). IEPs are confidential. Teachers are notified of any changes and each term updates/reminders are shared with all relevant staff.

Regular staff meetings and pupil progress meetings are held at which children with SEN/AN can be discussed and progress monitored.

Meetings are held frequently in response to individual need.

The Learning Support team will visit classrooms and provide additional support for pupils in lessons when possible.

Management of SEN

Links with other schools

We are in close contact with our affiliated King's College, UK, and its Learning Support Department.

The Head of Learning Support has contact with SENCOs in other schools and meets with them to exchange ideas and for mutual support.

Parents/Carers

The Head of Learning Support and learning support team always liaises with parents. No action is taken without prior consultation with the parents.

There are parents' evenings for each year group yearly when the Head of Learning Support is available.

The parents of all pupils with IEPs and those receiving tuition from the Learning Support department are invited to regular meetings with their LSA, the class teacher and Head of Learning Support to review their needs, progress, and targets.

Parents are welcome at any time to arrange a meeting with the Head of Learning Support to discuss their child. Parents are kept informed and are involved where possible in their child's programme. Each child having tuition is provided with a 'Communications Diary' every term. In this the child's targets and work covered in each lesson are filled in so that parents and teachers have a clear idea of the child's progress. Written comments from both teachers/LSAs and parents are invited and welcomed.

Training

The Department runs INSETs for staff on such issues as differentiation, dyslexia friendly classrooms and autism to ensure a whole school approach to SEN/AN teaching and organises CPD opportunities for the department members.