Learning Support Policy

Prepared By	Approved By	Reviewed & Revised	Reviewed By	Next Review
Heads of LS / EP	ESC – Nov 2016	Sep 2018, Jun 2020, June 2022	DOL with Heads of LS	June 2024

1

1   Overview

1.1   At Tanglin Trust School, we believe that each child deserves a curriculum that facilitates their individual development.

1.2   Some students may require curriculum differentiation, or specific interventions, in order to meet their Special Educational Needs or Disabilities (SEND).

1.3   Skilled classroom practitioners offer an inclusive and flexible approach that aims to meet the range of needs present within each year group.

1.4   The Learning Support Team ensures that all relevant staff are informed of the needs of students and how best to meet them, as well as providing targeted interventions.

2   Guiding Principles

2.1   The Infant, Junior and Senior Schools each have a Learning Support Department, led by a Head of Learning Support, advised and supported by the school's Educational Psychologist. The Learning Support Departments work closely together. In line with current research and practice, Tanglin Trust School is wholly committed to the early identification of children's SEND and providing intervention strategies to support them. In particular, our practice is informed by the '*Special educational needs and disability code of practice: 0 to 25 years*' (SEND CoP; DfE, 2014), the Equality Act 2010, and the School's Diversity Equity and Inclusion Policy.

2.2   SEND may fall into one or more of the following broad areas of need:

- Communication and interaction (C&I)
- Cognition and Learning (CL)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs (S&PN)

3   Objectives of This Policy

3.1   To identify students with SEND as early as possible.

3.2   To work with the students, teachers and parents and all relevant professionals, to find ways of supporting learning and enabling appropriate progress.

3.3   To provide class-based staff with continuous professional development (CPD) in nuerodiversity to further enhance their practice in relation to students with SEND.

3.4   To provide a positive, supportive, and inclusive educational setting which inspires confident, open-minded, independently thinking, well-balanced inquirers, who will achieve success in their education.

4 Admissions

4.1 We cater for students who meet the following criteria (see our [Admissions Policy](#) for more detail):

- An age-appropriate fluency in English language (speaking, reading, writing and comprehension). There is no provision to teach students for whom English is an additional language or who are at an early stage of acquiring English language skills;
- Demonstrate positive attitude and approach to learning;
- The ability to thrive in a high-achieving environment;
- Individual learning, emotional and social needs which can be largely met within the mainstream classroom and our learning and pastoral support provision;3
- The capacity and desire to engage with the co-curricular programme; and
- The capacity and desire to make a positive contribution to the school community.

4.2 The Admissions team liaises, when necessary, with the Heads of School and Heads of Learning Support regarding prospective students (see [Admissions Policy](#)).

4.3 Admission of students with SEND is considered alongside current levels of staffing, expertise and resources.

5 Assessment, Planning and Review

5.1 A range of assessment tools (e.g. diagnostic, standardised, dynamic, observational) are used within Learning Support in order to identify SEND, inform planning and target setting, track progress and determine the correct level of support.

5.2 Where it is deemed that a student's needs can no longer be met within Tanglin, advice regarding alternative settings will be offered and a clear timeline for transition set. This decision will take into account the school environment, staffing, expertise and any other resources required.

6 Provision

6.1 We adopt the following broad categories of learning support to ensure that students receive the appropriate level of intervention relative to their SEND. Learning Support review the students' progress regularly and plan intervention strategies accordingly.

Prepared By	Approved By	Reviewed & Revised	Reviewed By	Next Review
Heads of LS / EP	ESC – Nov 2016	Sep 2018, Jun 2020, June 2022	DOL with Heads of LS	June 2024

3

Category	Infant/Junior Schools	Senior School
*All Categories are Underpinned by Quality First Teaching**		
Support 1	Monitoring**	Monitoring**
Support 2	Children receiving specific interventions (in class or small groups)	Students with higher level needs who are accessing a full curriculum
Support 3	Children receiving individual support (within the classroom or 1:1)	Students with higher level needs who are accessing a reduced curriculum

*Quality First Teaching is where class/subject teachers provide appropriate differentiation to meet the spectrum of need that exists within a typical classroom setting.

** Students included in the Support 1 category so that their progress is monitored by the LS team may include:
- Students with identified needs who are currently coping on a full curriculum with minimal modification
- Students who may need interventions in the future
- Students who have been at a higher category in the past
- Students for whom there are professional reports (e.g. from a psychologist, occupational therapist, speech and language therapist) that may be relevant later in their school

6.2   Parents of students who are receiving support in the 'Support 2' and 'Support 3' categories will be kept informed of the identified needs and the strategies being put in place.

6.3   Wherever possible, students are expected to follow the full School curriculum. In a small number of cases, Learning Support may recommend a reduction in curriculum for an individual student. All such recommendations are subject to approval from the relevant Head of School or Academic Panel.

Prepared By	Approved By	Reviewed & Revised	Reviewed By	Next Review
Heads of LS / EP	ESC – Nov 2016	Sep 2018, Jun 2020, June 2022	DOL with Heads of LS	June 2024

4

7   Access Arrangements for Formal Tests and Examinations (Senior School)

7.1   Some students with SEND may qualify for modifications to the normal arrangements for the conduct of external examinations (i.e. (I)GCSE/ A-level/ IB).

7.2   In such cases the *Access Arrangements and Reasonable Adjustments Guidance* (Appendix 1) is strictly followed, to ensure the integrity of the examinations.

7.3   Where an external assessment is used as evidence for Access Arrangements, the external assessor must have an established relationship with the School.

7.3.1   Parents must inform Learning Support before contacting the external assessor to ensure the necessary paperwork is completed and the relationship established prior to assessment.

7.3.2   It is the responsibility of the external assessor to ensure their assessments and recommendations comply with current exam board guidance.

7.4   In the event that the guidance above is not followed, the School is unable to apply for Access Arrangements.The outcome of Exam Access Arrangements applications are decided by the exam boards and are out of the School's control

8   A Collaborative Approach

8.1   Learning Support consists of highly qualified and experienced specialist teachers and Senior Teaching and Learning Assistants (STLA) in the Infant and Junior Schools /Senior Academic Support staff (SAS) in the Senior School. In addition to supporting students, Learning Support also provides information, workshops and CPD to staff to promote the School's inclusive ethos and to provide practical strategies for Quality First teaching.

8.2   Learning Support works closely with class teachers and subject specialists to ensure a collaborative approach in meeting the needs of all children. Effective communication exists between parents, Teachers, Learning Support , school Nurses, Counsellors and the Educational Psychologist, as well as external professionals (where appropriate). This promotes a plan-do-review cycle in order to implement the most effective provision for each child within the school.

8.3   Learning Support works as an integral part of the Pastoral Support Team within each school, attending Pastoral Concerns meetings.

8.4   Where a student has complex needs, requiring support from several internal and/or external professionals (e.g. Pastoral team, School Counselling, Learning Support , Nursing team, Educational Psychologist, Family Support, external professionals), a multi-disciplinary plan may be drawn up in collaboration with others. In such cases, one member of our staff will be nominated as the key point of contact, responsible for coordinating communication between the various stakeholders.

8.5   Learning Support welcomes further information from any external professional in order to support planning and interventions. Learning Support may request that parents share reports from external professionals to support the School.

Prepared By	Approved By	Reviewed & Revised	Reviewed By	Next Review
Heads of LS / EP	ESC – Nov 2016	Sep 2018, Jun 2020, June 2022	DOL with Heads of LS	June 2024

5

9   Review of This Policy

9.1   This policy will be reviewed at least every two years by the Heads of Learning Support, in conjunction with the Educational Psychologist and the Director of Learning.

9.2   Changes to the policy must be approved by the Leadership Team and the Education Sub-Committee of the Board of Governors.

Prepared By	Approved By	Reviewed & Revised	Reviewed By	Next Review
Heads of LS / EP	ESC – Nov 2016	Sep 2018, Jun 2020, June 2022	DOL with Heads of LS	June 2024

References

DfE, 2014. *Special educational needs and disability code of practice: 0 to 25 years*.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Equality Act, 2010. https://www.gov.uk/guidance/equality-act-2010-guidance

Prepared By	Approved By	Reviewed & Revised	Reviewed By	Next Review
Heads of LS / EP	ESC – Nov 2016	Sep 2018, Jun 2020, June 2022	DOL with Heads of LS	June 2024

7

Appendix 1

Access Arrangements and Reasonable Adjustments Guidance

Tanglin Trust School's Guidance for Access Arrangements and Reasonable Adjustments is written in line with the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*. As the School uses a wide range of examination boards (Edexcel, AQA, CCEA, CIE and IB) we also take into consideration the regulations contained within the *Cambridge Handbook-International* and IB documentation *Candidates with Assessment Access Requirements*.

Rationale
Access Arrangements are pre-examination adjustments for candidates, based on evidence of need and normal way of working. Access Arrangements allow candidates with **specific identified needs**, such as special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments
The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled.
A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the candidate. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes, or if it affects the security or integrity of the assessment.

Access Arrangements
The following Access Arrangements are available:
- Supervised rest breaks
- 10% extra time
- 25% extra time
- Extra time of up to 50%
- Extra time over 50%
- Computer reader/reader
- Read aloud and/or the use of a reading pen
- Scribe/ speech recognition technology
- Word processor
- Transcript
- Prompter
- Oral language modifier
- Live speaker for pre-recorded examination components

Prepared By	Approved By	Reviewed & Revised	Reviewed By	Next Review
Heads of LS / EP	ESC – Nov 2016	Sep 2018, Jun 2020, June 2022	DOL with Heads of LS	June 2024

- Sign language interpreter
- Practical assistant
- Alternate site for the conduct of examinations
- Modified papers – braille, enlarged, coloured/enlarged

Please note:
1) In order to be granted an access arrangement, a candidate must meet strict criteria.
2) Different examination boards permit different Access Arrangements e.g. 10% extra time is only available with IB and not with the other examination boards.
3) It is possible for different examination boards to grant different Access Arrangements e.g. an application for a reader may be approved by one examination board and declined by another.
4) Access arrangements are considered on a subject-by-subject basis e.g. a reader is not permitted for GCSE English Language.
5) Before an application can be made for Access Arrangements, evidence of need in Tanglin's setting **must** be established. **Medical information will prompt an investigation, but not override the evidence seen in school.**
6) A 'use or lose it' approach is applied. Students who do not use the Access Arrangements they have been granted in class tests and mock examinations will not be allowed to use them in external examinations, as arrangements must constitute a student's normal way of working.
7) Access arrangements are only granted if they are considered reasonable. This includes logistically.

Types of Need

Students with the following SEND may require Access Arrangements:
- Cognition and learning needs e.g. general or specific learning difficulties
- Communication and interaction needs e.g. Autism Spectrum Disorder (ASD), speech, language and communication needs (SLCN)
- Sensory and physical needs e.g. hearing impairment (HI), physical disability (PD), visual impairment (VI)
- Social, mental and emotional needs e.g. Attention Deficit Hyperactivity Disorder (ADHD), mental health conditions

Identifying the Need for Access Arrangements within Tanglin Trust School

Before an application can be made for Access Arrangements, evidence of need in Tanglin's setting **must** be established.

Students with persistent and significant needs are formally assessed to see if they meet the examination board criteria for Access Arrangements.

Assessments can be carried out by:
- A specialist teacher with a current SpLD Assessment Practicing Certificate

Prepared By	Approved By	Reviewed & Revised	Reviewed By	Next Review
Heads of LS / EP	ESC – Nov 2016	Sep 2018, Jun 2020, June 2022	DOL with Heads of LS	June 2024

- An appropriately qualified psychologist registered with the Health & Care Professions Council
- A specialist with a post-graduate qualification in individual specialist assessment at or equivalent to level 7

Exam board regulations stipulate that any specialist assessor must have an established working relationship with the school and the necessary paperwork must be completed prior to assessment. **In all cases, an external assessor must have an established relationship with Tanglin, and school must hold copies of their qualifications on file**. It is the responsibility of the external assessor to make contact with the school, provide their qualifications, and ensure that their assessments and recommendations comply with current exam board guidance. **Only recommendations that are in line with exam board criteria will be considered.**

Privately commissioned reports, where no prior relationship was established with Tanglin, whilst helpful in informing support, cannot be used to support an application for access arrangements for exams.

In addition to assessment data and the exam paperwork, the School is required to 'paint a picture of the normal mode of working for a student' and must demonstrate the need for the arrangement across the curriculum. A dossier of evidence, on a subject-by-subject basis, is compiled to substantiate an application. Only data from a specialist assessment, conducted no earlier than the end of Year 9, can be used in applications for i/GCSE Access Arrangements.
For A Level and IB, a new application has to be made to show that the candidate continues to meet the criteria.

Please note that while Access Arrangements in the Middle School follow the same regulations as in the Upper School and Sixth Form, they are 'on trial' and will not be used for all internal assessments because evidence of their need has to be established. It is important that students do not become reliant on their arrangements at this stage of their school career in case they do not meet exam board criteria for external examinations in the Upper School and Sixth Form.

Applications to the Examination Boards
Evidence is submitted to the examination boards by the appropriate deadlines and the decisions of the boards are final.

Tanglin Trust School adheres strictly to the rules and regulations governing Access Arrangements. Failure to comply with exam board regulations can constitute malpractice and may impact a candidate's results. Therefore, only Access Arrangements that are approved and supported by evidence will be permitted.

Prepared By	Approved By	Reviewed & Revised	Reviewed By	Next Review
Heads of LS / EP	ESC – Nov 2016	Sep 2018, Jun 2020, June 2022	DOL with Heads of LS	June 2024

10