



## Learning Support Policy

### Overview

At Tanglin Trust School, we believe that each child is entitled to a curriculum that facilitates their individual development. Some students may require curriculum modification or specific intervention, in order to meet their Special Educational Needs or Disabilities (SEND). Skilled teachers and other adults working in the classroom offer an inclusive and flexible approach that aims to meet the range of SEND that are present within each year group. 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.

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 learning differences and 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) and the School's Diversity and Inclusion Policy.

The school caters for students who have the following attributes (see our [Admissions Policy](#) for more detail):

- An age appropriate fluency in English language (speaking, reading, writing and comprehension)
- A positive attitude to learning
- The ability to thrive in a high achieving environment
- Needs which can be largely met within the mainstream classroom and without significant additional adult support.

An individual student's learning needs may fall into one or more of the following areas:

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

### Aims

- To identify students with SEND as early as possible.
- To work with the students, teachers and parents and all relevant professionals, to find ways of supporting learning and enabling appropriate progress.
- To provide class-based staff with continuing professional development to further enhance their practice in relation to students with SEND.
- To provide a positive and supportive educational setting which inspires confident, open-minded, independently thinking, well-balanced inquirers, who will achieve success in their education.

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### Assessment, planning and review

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

### Provision

The following broad categories of learning support are used to ensure that students receive the appropriate level of intervention relative to their SEND. The Heads of Learning Support review the students' progress regularly and will plan particular intervention strategies accordingly.

Category	Infant / Junior Schools	Senior School
<i>All Categories are Underpinned by Quality First Teaching*</i>		
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.
- Newly referred students who may need interventions in the future.
- Students who have been identified as requiring access arrangements for examinations (but no other curriculum support).
- Students who have been at a higher category in the past.

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

Wherever possible, students are expected to follow the full Tanglin curriculum. In a small number of cases, the Learning Support Team 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.

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## **Access Arrangements for Formal Tests and Examinations (Senior School)**

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

### **A collaborative approach**

The Learning Support Team consists of highly qualified and experienced specialist teachers and well qualified 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, the LS Team also provides information, workshops and CPD to staff, to promote the school's inclusive ethos and to provide practical strategies for quality first teaching.

The Learning Support Team works closely with classroom teachers to ensure a collaborative approach in meeting the needs of all children. Effective communication exists between parents, class teachers, learning support staff, 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 our school.

Where a student has complex needs, requiring support from several internal and/or external professionals (e.g. 3 Pastoral team; School Counselling team; LS team; Nursing team; Educational Psychologist; external specialist(s)), a Multi-Agency Plan (MAP) may be put into place. In such cases, one member of Tanglin staff will be nominated as the key point of contact, responsible for coordinating communication between the various stakeholders.

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

### **Review of this Policy**

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.

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

### **References:**

DfE, 2014. *Special educational needs and disability code of practice: 0 to 25 years*. Available online at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) [Accessed, 12 October 2015]

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## 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, WJEC, OCR, CIE and IB) it also takes 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 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 disabled person would be at a substantial disadvantage in undertaking an assessment.

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 disabled candidate. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

#### **Identifying the need for access arrangements within Tanglin Trust School**

Students who may qualify for formal access arrangements are identified via the admissions process, teacher referral, student referral, parent referral or outside agencies.

Where students self-refer, or are referred by their parents, evidence of need in the school setting has to be determined, before screening occurs. Evidence from external educational psychologists and other professionals will only be considered if the findings mirror the student's behaviour in school. Any arrangements suggested must reflect the support given to the candidate in the classroom and in internal school tests and mock examinations.

Please note whilst Access Arrangements in KS3 follow the same regulations as in KS4 and KS5 they are 'on trial' and will not be used for all internal assessments, as 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 KS4 and KS5.

#### **Types of Need**

Students with the following types of disabilities and learning difficulties may require access arrangements: Cognition and learning needs e.g. general or specific learning difficulties

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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), vision impairment (VI)

Social, mental and emotional needs e.g. attention deficit disorder (ADD), attention hyperactivity disorder (ADHD), mental health conditions

### 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
- 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) 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.
- 6) Access arrangements are only granted if they are considered reasonable, this includes logistically.

### Evidence of Need

Only students who have persistent and significant difficulties will be considered for assessment.

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Assessments can be carried out by:

- A specialist teacher with a current SpLD Assessment Practicing Certificate
- An appropriate 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.

In the case of an external assessor, they must have an established relationship with the school.

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. In the case of a student whose needs are not identified prior to Year 11, the Senior School Leadership Team will be involved in reviewing the student's case and in determining whether their difficulties are significant. For A Level and IB, a new application has to be made to show that the candidate continues to meet the criteria.

*Data alone is not sufficient evidence and must be backed up by evidence of need.*

#### **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.**

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