



## PURPOSE

The fundamental principles of Focus School Caledonia Campus in England are tied to the Children and Families Act 2014 Part 3 and SEND Code of Practice 2014.

In Scotland, Northern Ireland and Wales the Caledonia Campus will apply their relevant laws as agreed by the government, and are to provide equal opportunities for learning and growth to every pupil or student. This information will be detailed in the Contextual information of this policy.

This policy is reviewed regularly in the LS Trustees Annual Report and is readily accessible to parents and school staff.

The aims of this Learning Support (SEND) policy is:

- To enable learning through the Learning Support Guidelines and Handbook using the graduated approaches so that all pupils at Caledonia Campus to achieve the highest standards and care possible.
- To be read in conjunction with, and inclusive to other Focus Schools policies and the Focus Schools' School Offer (Appendix 1).
- To ensure an inclusive approach addressing the Dyslexia Aware Quality Mark and Self Directed Learning standards through the graduated approach Phases 1-3 to learning is applied for all Focus pupils including those with LS needs.
- To ensure equality of educational opportunity and access for all Focus pupils according to the Equality and Discrimination Act 2010. See Focus Equality of Opportunity Policy.
- To concentrate on raising the level of achievement of all pupils in Focus schools including those with additional Learning Support needs.
- To assist LS trustees and LSCOs in leading LS provision in Focus schools effectively according to appendix 1, 2, 3 and 4.

## SCOPE

This policy applies to all Headteachers, LSCOs, LS Trustees, teachers, teaching assistants and any additional support staff who work with students in the school or in Focus National Support Office.

It is the expectation that the Headteachers, LSCO, teachers and LSAs/TAs will demonstrate best practice in exemplifying what is articulated in this Policy.

The Children and Families Act 2014 Part 3 and SEND Code of Practice 2014, necessitates a commitment to rigour and quality in the provision and evidencing of good to outstanding performance, in line with the procedures and practice outlined in this Policy.

## UPDATE TO POLICY

This Policy itself hasn't changed; however, the wording has changed to be more inclusive in line with Focus and OneSchool policy and practice reference to:

- Focus Intranet Learning Support reference and resources.
- Focus Equality of Opportunity Policy in transition phase.
- Dyslexia Aware Quality Mark
- Self-Directed Learning

Additions to the policy:

- Appendix 3a LSCO Roles and Responsibilities

- Appendix 3b Specialist Teacher JDPS
- Appendix 4 LS Trustees Roles and Responsibilities
- Appendix 5 Model Intimate Care Policy

## DEFINITIONS

It should be understood that Focus Learning Trust will use the OneSchool terminology of 'Learning Support' rather than 'Special Educational Needs and Disability'.

LSCO is Learning Support Coordinator (previously SENCO).  
LS is Learning Support (previously SEND).

## POLICY STATEMENT

Learning Support and LS provision in Caledonia Campus is a cyclical process.

We follow the Focus Learning Support Process that is clearly set out in the Focus Learning Support Guidelines 2015. In the rationale of the learning support are highlighted regularity, flexibility, and continuity of the support. The aim is to enable teachers to focus better on each individual students learning. The cycle of support may begin at any time of the child's development and continue throughout the education cycle or be intermittently applied.

The support should begin well before the child enters Caledonia Campus with Transition Phase where identification processes and data collection is made of any known learning needs, arrangements or plans.

**Transition Phase** applies in admission and always when student moves class, grade or school and in transit to 16+ educational establishments. Schools must refer to the Health and Safety and Equality of Opportunity Policies and associated accessibility audits. Members of the committees responsible for transferring information regarding education provision: trustees, Headteachers, teachers, teaching assistants, and teacher-'trainees' in addition to health personnel, and educational psychologists and all who work with the child are all bound under the Confidentiality Act regarding the children's, their families', and all concerned personal situation and matters. Information regarding intensified and special support, course adjustments, or relief of certain courses and documentation and information regarding these arrangements is confidential.

**Phase 1** of the general line of support is high quality personalised and differentiated teaching with support targeted at areas of concern. The teacher is a teacher of all students and establishes a learning environment which is inclusive of all students including the gifted and talented addressing the Dyslexia Aware Quality Mark and Self Directed Learning standards through the graduated approach. The teacher modifies and adapts teaching approaches and resources and establishes a contact with family. Teachers continuously assess, evaluate and track to identify students that are not achieving their full potential or are in need of special support to participate in and access and excel the curriculum.

**Phase 2** is applied where progress continues to be less than expected and the implementation of intensified support is decided in multi-professional consultations based on pedagogic assessments. This applies equally in the case of able, gifted and talented students. The class or subject teacher, working with the LSCO and Campus Learning Support Committee assess areas of specific concern while gathering evidence (including the views of the student and their parents) and the school puts in place extra evidence based teaching and / or other intensified interventions designed to secure better progress, or advanced learning opportunities where required. The student's response to such support can help identify their particular needs. Intensified support is then given to a student according to a premeditated decision and an Intensified / Advanced Learning Plan (ILP/ALP) may be written. All consultation and collaboration is recorded in the Referral and Tracking Form.

Pedagogic professionalism takes a central position when we are assessing the support a

child needs. Assessment of the details in the implemented support is carried out primarily by the teachers teaching the child. (Children and Families Act, 2014; SEND Code of Practice 2014).

**Phase 3.** When the campuses have explored all possible strategies available to them and the given intensified support is not sufficient to assist the student to manage the schoolwork, campuses consult the National Learning Support Committee. There may be a referral to outside agencies in consultation with parents / family and National Learning Support Advisor. Approval for this is given by National Learning Support Team Leader. A pedagogic report is written and completed of the Referral and Tracking Form and an administrative decision for special support is made. The student may then be referred to Education, Health and Care Plan needs assessment (EHCP) depending on the circumstances where support and arrangements to be implemented must be specified according to the special learning support administrative decision. If the special support decision is made during the basic education stage without intensified support arrangements, it must be based on new evidence based assessment of the student's situation for example as a result of an accident or serious illness. In this case a psychological or medical assessment is made.

### **General**

We respond to the needs arising in learning and schooling by differentiating and personalising teaching and learning including learning environment, teacher collaboration and flexibly changing teaching groups.

We use different forms of support as tools to respond to the support needs of individual students and those arising in teaching groups as part of the general Phase 1 support before moving to Phase 2 intensified support phase. Phase 2 support is designed comprehensively for one particular student's needs. Its nature is stronger and more persistent than general support. With the aid of intensified support we support systematically student's learning and schooling and prevent increasing, accumulation, and diversification of the problems.

The role of Phase 3 special support is to offer the student holistic, comprehensive and systematic support in such a way that the student can fulfil the requirements in compulsory education and acquires a base to continue studies after the basic education. At this time all support methods in basic education are in use. The school may utilise all the support methods during the different phases of support. Exception is the full time special education, which is not offered during general or intensified support phase but only during special support phase.

With Learning Support for all we mean the provision of equal opportunities for learning and growth to every pupil or student. The process begins with the child in the centre and is constructed holistically to enhance all children's learning by providing high quality learning programmes matched and personalised to the needs of individual students and aimed at promoting their full inclusive participation in the school and society.

The school is committed to creating learning programmes and an inclusive environment that meet the educational and welfare needs of each student, and to nurture the attitudes and skills necessary for continual learning and personal growth throughout the life.

'Learning how to Learn' means using learning as a tool where students are equipped with the ability to think critically, process information perceptually, analyse data accurately and evaluate situations intelligently in order that they fulfil their true potential. Support for learners plays a key role. This entails removing barriers to learning; physical, attitudinal or pedagogical, early intervention and support and welfare.

## **PROCEDURES**

### **Roles and Responsibilities at Caledonia Campus:**

Headteacher has the overall responsibility of LS in the school. Headteacher works closely with LS Trustee and LSCO to oversee the LS /SEND provision within the school and support that the roles and responsibilities for LS are met.

LS Trustee is: Simon Whiteside

LSCO is: Marta Petrikova

Campus Learning Support Committee consists of: Simon Whiteside, Jennifer McGhee, Marta Petrikova, John Lightbody, Emma Davidson and Pauline Donnelly.

National Learning Support Committee is made up of the following National Support Office Staff: Ted Picton, Mrs Heli Laiho-Murdoch and your Regional Principal and Regional Head of Primary, [Click here to enter text.](#)

At Caledonia Campus we acknowledge that Learning Support is most effective in when the following practice is evident:

- All pupils are appropriately supported through well planned, effectively differentiated and personalised lessons that take account of the differences in learning preferences and potential capabilities of all learners. Class teachers are responsible for providing the in-class Phase 1 general support to all learners, regardless of ability. All teachers are teachers of gifted and talented students and those that require additional learning support. Teachers consult Intranet Learning Support for advice and resources.
- LSCO is a qualified teacher (QTS), Job Description and Person Specification as Appendix 3a.
- LSCO will obtain the required National Award in Special Educational Needs Co-ordination within three years of appointment.
- LSCOs are up to date and adhere to current Focus Learning Support Guidelines protocol and practice. LSCOs consult Focus Intranet Learning Support and NSO for advice and resources.
- LSCO displays excellent professional knowledge, continuously developing their own professional understanding and knowledge in all related LS areas, especially those manifesting in our schools, including mentoring of inclusive differentiation strategies, giving teachers confidence in inclusive intervention methods.
- Lessons are planned consulting LSCO and TA. This ensures full inclusion, and all students' full participation in all parts of the lesson. Teaching assistants are consulted and they are provided with a lesson plan in advance of the lesson which identifies the differentiated learning objectives for the students they are supporting and clearly their supporting role.
- Planning together ensures that teaching assistants are used in an active and focused way to support those needing more support and specific LS students for the best possible outcome.
- Teachers have a clear lesson plan indicating:
  - differentiated and personalised learning objectives for the lesson
  - the role of the TA /LSA to be clearly addressed,
  - the multisensory/differentiated activities to be undertaken by any students,
  - differentiated learning opportunities and learning environment,
  - ILP/ALP or EHCP expected outcomes,
  - necessary resources.
- Teachers must refer to students' ILP/ALPs and EHCP and demonstrate effective planning with the longer term outcomes.
- Clear, obtainable and personalised learning objectives are displayed and shared with all students.
- All students know their targets and how to improve their learning.
- Teachers have high realistic expectations of all learners. All students are working on their zone of proximal development.
- Rewards and praise guide the inclusive teaching.
- Teachers display excellent subject knowledge, including methods of inclusive differentiation, scaffolding, giving students' confidence and developing their understanding in how to move forward in their learning.
- Teachers create and provide an inclusive, stimulating and attractive multisensory classroom learning environment for interactive learning to engage the interests of all of their students including those who need additional support.
- High quality, caring and professional relationships exist between students and teachers. Teachers continuously develop their professional knowledge and skills to include

students with additional learning support needs in class activities and to access the curriculum.

The Caledonia Campus will publish the personalised Learning Support Policy and School Offer on the school website. Appropriate reference to the Campus Learning Support provision should be made in the school Prospectus.

## **CONTEXTUAL INFORMATION about Caledonia Campus relevant to the Learning Support (SEND) Policy and its implementation in the Campus.**

Caledonia Campus is committed to apply the regulations in Scotland including the Education (Additional Support for Learning) (Scotland) Act 2004 and Education (Additional Support for Learning) (Scotland) Act 2009 and any other legislation deemed necessary by HMIE. It should be noted that the Local Authority Local Offer of services referred to in the Appendix 1 is not applicable in Scotland.

## **ASSOCIATED DOCUMENTS**

Appendix 1 Focus Schools Offer  
Appendix 2 Focus Learning Support Guidelines 2015  
Appendix 3a LSCO Job Description and Person Specification and Roles and Responsibilities  
Appendix 3b Specialist Teacher Job Description and Person Specification  
Appendix 4 LS Trustee Roles and Responsibilities  
Appendix 5 Model Intimate Care Policy

- Admissions Statement
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Management Policy
- Child Protection and Safeguarding Policy and Handbook
- Curriculum Policies including Primary and Secondary Curriculum Policy Statements
- Gifted and Talented Policy
- Teaching and Learning Policy
- Data Protection Policy
- Equality of Opportunity Policy including Accessibility Audit and Plan
- Enrolment Application Form
- Examination Policy Handbook
- Exclusion Policy
- Health and Safety Policy and Procedures
- ICT Policy
- Physical Control Policy
- School Prospectus
- Work Experience Policy

## **LEGISLATION**

Children and Families Act, 2014, <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>  
Confidentiality Act, [www.lawcentreni.org/data-protection.html](http://www.lawcentreni.org/data-protection.html)  
Equality Act 2010, <https://www.gov.uk/definition-of-disability-under-equality-act-2010>  
Focus Policy, Procedure & Guidance Manual Index  
Health and Safety Executive (HSE) guidance, [www.hse.gov.uk/guidance](http://www.hse.gov.uk/guidance)  
SEND Code of Practice 2014,  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND Code of Practice approved by Parliament 29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)  
Keeping Children Safe in Education, <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>  
Supporting pupils at school with medical conditions,

## **ISSUED BY**

Focus Learning Trust

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Signed by Chair of Board of Trustees: .

At a Trust Meeting on (date): .



**Focus Schools Offer**



**Focus Learning Support Guidelines 2015**





**LSCO Job Description and Person Specification and Roles and Responsibilities**



## **Specialist Teacher Job description and Person Specification**



## **LS Trustees Roles and Responsibilities**



**Model Intimate Care Policy**