Name of Policy:	**Learning Support Policy** For the whole school including the EYFS
GHS Policy Number:	44
ISI Regulation:	Quality of Education Provided (Part 1)
Linked Policies:	Accessibility Plan Admissions Curriculum EAL Equal Opportunities Life and Culture (PSHE) More Able, Exceptionally Able and Talented Relationships and Sex Education Safeguarding
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Date of next review:	July 2026

Introduction

This policy is written with due regard to the Equality Act 2010, the Children and Families Act 2014 and the DfE Statutory Guidance 'SEND Code of Practice 0 – 25 years' (January 2015).

At Garden House we recognise the significance of any child's specific or learning difficulties and/or disabilities and aim to identify and give support in those areas which require extra help. We recognise the fact that pupils will attain different levels at different times and that some will require an increased level of support in order to maintain progress.

This school provides a broad and balanced curriculum for all children. The National Curriculum and Early Years Foundation Stage are our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Some children have barriers to learning which may mean they have difficulties accessing the curriculum and require particular action by the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups, thus enabling them to participate effectively in curriculum and assessment activities.

Children may have learning differences identified at any point during their time at Garden House. This policy ensures that curriculum planning and assessment for those children considers the type and extent of the difficulty experienced by the child.

Admissions Policy in relation to SEND

Garden House is fully committed to inclusivity and to giving children the best possible start in life. Irrespective of their special educational needs or disability, we consider all children for admission to the school who have the ability to access our curriculum.

Children whose SEND are suited to the curriculum are welcome provided that we have the appropriate resources and facilities to provide them with the support that they require.

Before a place is offered at Garden House (and preferably prior to application):

- Parents must disclose to the school any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. Garden House reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.
- Based on such disclosure, Garden House will confirm whether or not it is able to fully meet the needs of the child.

Where a child's SEND is identified, or develops, **after** the child has started at the school, we will endeavour to continue to support the child as long as:

- We have the appropriate resources and facilities to provide them with the support they require, and
- We believe it is in the best interest of the child and of the school community to remain at Garden House.

Where, in our judgement, either of these conditions no longer apply and after consultation between Garden House and parents, we reserve the right to withdraw a place at Garden House. In such circumstances, we will use our reasonable endeavours to support parents in finding alternative arrangements.

Aims and objectives

The aims of this policy are:

- To create an environment that meets the educational needs of each child
- To ensure that the specific needs of children are identified, assessed and provided for
- To make clear the expectations of all parties in the process
- To identify the roles and responsibilities of staff in providing for children with SEND
- To enable all children to have full access to all elements of the school curriculum
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that the children have 'a voice' in the process

Educational inclusion

At Garden House we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all children and aim to achieve these through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. We respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to children's needs or learning differences by:

- Providing support for children who need help with communication, language, literacy and maths
- Providing extension for children who are considered to be significantly more able than their peers (See More Able, Exceptionally Able and Talented Policy)
- Providing differentiated activities where and when relevant
- Planning to develop their understanding through the use of all available senses and experiences
- Planning for their full participation in learning, as well as in physical and practical activities
- Helping them manage their behaviour, taking part in learning effectively and safely
- Helping them manage their emotions and to take part in learning

Roles and Responsibilities

Teachers

All teachers are teachers of additional educational needs and provision for pupils with a learning difficulty is a matter for the school as a whole. We recognise that it is the teacher's

responsibility to meet the needs of all children in terms of ability, need and aptitude in their class, through their classroom organisation, teaching materials, teaching style and differentiation. However, if the child does not make adequate progress, they may be identified as having special educational needs or disability (SEND).

SENDCo

At Garden House the Head of LED is referred to as the SENDCo who:

- Manages the day-to-day operation of this policy
- Co-ordinates the provision for and manages the responses to children's learning support
- Ensures that there is a close link between provision and progression
- Supports and advises colleagues on the graduated approach to providing SEND support – Assess, Plan, Do Review
- Oversees the records of children with SEND
- Is aware of individual children's progress though school Cohort Data
- Acts as a link with parents
- Acts as a link with external agencies e.g.: Speech and Language Therapists, OTs and Educational Psychologists
- Monitors and evaluates the additional provision and reports to the Heads
- Manages a range of resources, human and material, to enable appropriate provision for children with SEND
- Contributes to the professional development of all staff
- Coordinates exam provision, including requests for extra time, readers and scribes in future schools' examinations as well as internal examinations
- Reviews the Learning Support Policy annually
- Coordinates provision for more able, exceptionally able and talented pupils.

Learning Support

Identification

Children are identified as having a Special Educational Need (SEN) if they have a learning difficulty that may require special educational provision. Special educational provision is additional to or different from the education provision made generally within Garden House. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided

All children who join Garden House Kindergarten are assessed using Aspects and Wellcomm (new September 2025). We use this information to provide starting points for the development of an appropriate curriculum for the children. While children are at Garden House, they are assessed using external cognitive and achievement tests. Progress is monitored using the Cohort Data and Pupil Monitoring documents. Children in the Early Years have an ongoing assessment profile across every area of Learning and Development.

In-school assessments can also be carried out by the Head of Learning Enrichment and Development (LED) or Learning Support Teachers, if there are concerns raised by the class teacher or parent. If it is felt that the assessment should be carried further, we would recommend

a full educational assessment by the relevant outside agency. This will usually be arranged directly by parents with advice and assistance form the school. Parents will be asked for their permission before any formal assessment takes place.

If assessments show that a child may have a specific difficulty, we use a range of strategies that makes full use of all available classroom and school resources. Pupils making less than expected progress may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Meeting the needs of pupils with SEND

Quality First Teaching

The first response from the child's class teacher should be high-quality teaching targeted at their areas of weakness that aims to remove barriers to pupil achievement. Early identification is vital, but it is imperative that under-achieving pupils are not confused with SEND pupils. The class teacher will keep the parents informed and draw upon them for additional information. The Head of LED, if not already involved, will become more involved if the teacher and parents feel that the child would benefit from further support.

The Graduated Approach

Arrangements for SEND provision and support are made through Garden House's graduated approach to SEND support: Assess, Plan, Do, Review (DfE, DoH, 2015).

If a teacher has already applied Quality First Teaching and still has a concern about a pupil, the teacher will refer the pupil to the SENDCo and Garden House's graduated approach will be introduced as follows:

Assess

- Teachers complete a Concern Form and submit this to the SENDCo.
- The SENDCo observes the child.
- Other evidence may be gathered from relevant staff, such as Sport, Art, Music.
- Possible consultation with external agencies and professionals
- Needs will be discussed with parents

Plan

- The class teacher and SENDCo discuss adjustments, interventions, support and any teaching strategies or approaches to be put in place.
- The class teacher, SENDCo and parents meet to discuss the child's learning needs
- The Learning Support Teacher writes an Individual Target Plan (ITP) or a Group Plan. The ITP shows the short-term targets, teaching strategies to be used, planned outcomes and dates for the plan to be reviewed. These targets are discussed with the class teacher to monitor progress and are amended when necessary.

Do

- Teachers work closely with the SENDCo to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- Support is implemented by the class teacher, monitored by SENDCo and agreed with parents.

- Support lessons with a Learning Support teacher take place in groups, pairs or 1:1 and children may move between the different types of provision as their needs change. Class teaching assistants may have additional training to assist the Learning Support teachers, particularly with phonics support.
- A Pupil Progress document records assessments and monitors progress for children receiving 1:1 support.
- Children are made aware of their targets, are involved with their progress and encouraged to be aware of their success. Using the Pupil Passport questionnaire helps children participate as fully as possible in decisions about their support.
- 1:1 individual lessons provided by external therapists are charged to parents.

Review

- All children with concerns and receiving learning support are recorded on the Provision Register.
- The SEND List is used to record education needs and provision during a child's time at Garden House
- The Heads will be kept informed and class teachers will ensure that specialist teachers are aware of a child's additional needs.
- In some cases, children are seen by external agencies e.g. Speech and Language, Occupational Therapists, Behavioural Therapists, Behavioural Optometrists
- An individual file is created to record action plans and assessment, as well as details of meetings which are kept in a secure, locked cabinet in line with the Data Protection Act 1998 and GDPR 2018.
- If appropriate, the SENDCo will work with the Local Authority (LA) in seeking a range of information in order to formulate an Educational Health Care (EHC) plan. This includes evidence of attainment, information of the nature and extent of the SEND, evidence of action already being taken, evidence of progress and evidence of physical, emotional and social development.
- If all reasonable attempts have been made to accommodate a child with SEND and meet their needs through the day to day curriculum (e.g. differentiated learning, enhanced TA support, LED and/or external agency intervention) and have been employed consistently and to no avail, the School reserves the right to insist that the parents/carers of that child fund a 1:1 learning or behavioural support assistant. Such an appointment would need to be ratified by the school and would be subject to its safer recruitment, induction and safeguarding processes. This will always be at the discretion of the Head.

Partnership with parents

The school works closely with parents in the support of those children with SEND. We recognise and value the important partnership between school and parents. Parents are encouraged through ongoing dialogue to take an active role in supporting their child and make decisions relating to their child's education in partnership with the school.

Parents are always informed of any outside intervention and we share the process of decision making by providing clear information relating to the education of children with SEND.

Evaluation and Assessment

Evaluation is ongoing through:

- Observation
- Discussion with all staff involved with the child
- Regular assessments, including class tests administered as part of the school assessment programme (Aspects, Base, PTE, PTM, CATs, PASS and Quest)
- ITP termly evaluations
- Use of Pupil Progress documents to monitor assessments, provision and reviews for children receiving 1:1 support
- Checking the Cohort Data and Pupil Monitoring documents
- Gathering individual examples of work, photographs etc.

Review procedures

Parents of pupils receiving 1:1 support are encouraged to discuss their child's progress at regular review meetings organised by the LED team. All meeting notes and information are kept in the child's file and on Engage. Reports are written once a year.

For pupils with an EHC plan the School will work closely with all outside agencies, depending on the nature of the EHC plan. The SENDCo will be the primary contact for all working with these pupils. Each EHC plan will be reviewed annually and the required curriculum will be provided as set out in the plan (including the full National Curriculum, if this is specified). It is the responsibility of the LA and not the school to review the EHC plan but, as is good practice, the school will ensure that the review takes place and will co-operate with the LA in the review process.

English as an additional language (EAL)

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. Identification and assessment of second language learners who have learning difficulties requires particular care and all aspects of a child's learning and development are investigated to ensure difficulties are not solely as a result of difficulty learning English.

Specific support for EAL learners can be arranged by the LED department and would relate directly to the acquisition of language. This could happen within class, on an individual basis or as part of a small group.

At Garden House, where possible, we make use of our specialist language teaching staff to help with any concerns, as well as outside agencies. It is understood by parents that whilst their child is at Garden House the curriculum will be delivered in English. (See EAL Policy.)