



## Support for Learning Policy

This policy applies to the whole school including Early Years. It has been formulated with regard to the SEN and Disability Code of Practice 0-25 years 2014 (*SEND Code 2015*); the Equality Act 2010 and the Children and Families Act 2014. Central to this policy is encouraging all boys at Newcastle School for Boys to work towards achieving their potential within all areas of school life.

A special educational need is defined as:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A disability is defined as a physical or mental impairment which has a substantial and long term adverse effect on the ability to carry out day-to-day tasks.*  
(Equality Act 2010)

Newcastle School for Boys seeks to provide a broad and balanced education which promotes effective learning opportunities for all pupils. All pupils are entitled to access the full curriculum and to take part in all aspects of school life unless there is a specified modification or disapplication outlined in an Education and Health Care (EHC) Plan.

### Objectives

- To identify, at the earliest opportunity, barriers to learning and to ensure participation for all boys with special educational needs.
- To ensure that each boy experiences success in their learning and achieves to the highest possible standard.
- To enable all boys to participate in lessons fully and effectively wherever possible.
- To value and encourage the contribution of all boys to the life of the School.
- To work in partnership with parents.
- To communicate with the governing body.
- To work closely with external support agencies, where appropriate, to support the needs of individual boys.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all boys.

## Responsibilities and resources

The Heads of Support for Learning, in collaboration with the Headmaster and the governing body, take responsibility for the operation of this policy and the co-ordination of special educational needs provision, working closely with staff, parents, carers and other agencies. Within the School, there is a Head of Support for Learning in the Senior School and an additional Head of Support for Learning for the Junior, Infant and Early Years sections of the school. The Heads of Support for Learning will provide professional advice and guidance to colleagues to secure high quality teaching and learning for boys with SEND. There are also teaching assistants across all three sites including nursery nurses working in Early Years.

## Provision for pupils with special educational needs and disabilities

SEND provision is considered an integral part of the education provided at Newcastle School for Boys. For boys with a disability, steps are always taken to ensure that they are not treated less favourably for reasons related to his disability. This includes access to the curriculum, methods used to provide information and access to the school buildings. Short, medium and long term targets for supporting boys with disabilities are contained within the School's *Accessibility Plan*.

Examples of SEND provision may include:

- Modified timetable
- Small group/individual support
- Personalised in-class support
- Intervention plans and pupil passports
- Use of specialist software
- Support and practical aids where appropriate to ensure that pupils can access the curriculum
- Curriculum access and assessment arrangements

## Identification of SEND

The School adopts a graduated approach with regard to the identification, assessment and review of boys with special educational needs. A combination of procedures is used when identifying boys with SEND. These include:

- Information from previous schools
- Admissions interviews and assessments
- Internal school examination data
- Results of EYFS profile
- Diagnostic assessments
- InCAS, MidYIS and ALIS data
- Teacher assessment
- Parental observations and concerns

- Pupil perceptions

There is close communication with parents at all stages of the assessment process. Following the initial assessment process, a special educational need may be identified or suspected. Parents/guardians may then be advised to seek further guidance and/or assessment from external agencies, such as an educational psychologist or via the NHS/family GP.

There are four broad areas of need, as identified within the *SEND Code 2015*:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If a boy is formally identified as having SEND and has a significant learning difficulty and/or disability that requires special educational needs provision to be made, then, with the agreement of parents, the boy is placed on the School's main SEND register.

### **Access to the curriculum**

Wherever possible, boys with SEND are fully integrated within the School. The curriculum aims to provide effective learning opportunities for all boys. The atmosphere throughout the school is one of understanding and encouragement. All teachers are responsible for the progress and development of boys in school, including those with additional needs. Good quality learning begins in the classroom and individual needs of boys are taken into account within planning, with high expectations being the key to work set. Tasks may be differentiated so that boys are challenged at an appropriate level. Intervention summaries and intervention plans, as well as pupil passports provide background information for staff, highlight specific targets to be addressed and outcomes to work towards.

### **Assessment and review of progress**

Specific interventions are reviewed on a regular basis and progress is monitored through the use of assessment data including continued classroom assessment, school testing and external examinations.

Review meetings are held regularly to discuss progress for boys on the SEND Register. For boys with an Education Health and Care (EHC) Plan, annual reviews are also held. We see the involvement of parents in the review process as extremely important. They hold a unique perspective on their son's development and their contribution and support is highly valued. The pupil is also encouraged to play an active role in target setting, especially the older boys.

## **Provision for Boys with an EHC Plan**

For boys with EHC Plans, all reasonable adjustments are made to support their needs. The Head of Support for Learning ensures that all relevant staff are aware of the strengths and weaknesses as outlined on the Plan and the implications for the delivery of the curriculum. This may include differentiation and modification of teaching materials and methods.

The progress of each boy with an EHC Plan is monitored closely and a full annual review is held when there is input from the boy, the school, the parents and any external agencies involved in the boy's welfare. Interim school termly reviews are held, in addition to the annual review, if required.

## **The local offer**

The purpose of the local offer is to enable parents and boys to see what services are available within the area and how best to access them if they wish to. It includes information about local provision from birth to 25 across health, education and social care. Each local authority produces its own local offer. Details of the Newcastle Disability and Special Educational Needs Local Offer can be found [here](#).

## **Arrangements for SEND pupils when they move from infants to juniors and from juniors to Senior School**

It is important that the transition between the sites is as seamless as possible for all boys. This is particularly so for boys with SEND. Continuity across the School is vital and strategies in place should be continued across the School if they are still appropriate. Meetings are held to support the transition of all boys moving from Junior School to Senior School and parents of boys entering Year 7 are invited to meet new form tutors early in the Autumn Term.

## **English as an Additional Language (EAL)**

Boys attending Newcastle School for Boys whose first language is not English often find that language is the main barrier to learning rather than the areas outlined within the SEND Code of Practice. In order to cope with the academic and social demands of school life, boys must be fluent English speakers. Most boys will be able to access the full range of subjects offered across the curriculum. The School may, however, require that some boys, whose first language is not English, receive specific tuition in order to bring their English up to an appropriate standard. The boys may follow a reduced curriculum during this time to allow them the opportunity to focus on language development. This support is usually provided within school at an additional cost and will follow an assessment undertaken by a specialist EAL teacher in school.

## Complaints procedure

If a parent has concerns about the SEND provision their son is receiving, they are encouraged to contact his tutor/class teacher or the relevant Head of Support for Learning. If they are still concerned, they would be invited to discuss the matter with the Head of the Infants/Juniors or the Deputy Head (Academic and Curriculum) in the Senior School. Beyond this, they would be advised to contact the Headmaster and the School's ***Complaints Procedure*** may be implemented, details of which are available on the School's website or can be provided on request.

## SEND and links with other policies

This policy should be read in conjunction with other relevant policies, in particular the School's Curriculum and ***Disability policies***.