



Learning Needs Policy Statement Junior School and Early Years Foundation Stage

Aims: Our aims as a school: *Opening doors, hearts and minds.*

At South Hampstead we aim to create an aspirational culture for all. Our pupils are encouraged to aim high, and develop the confidence and tenacity to make their dreams a reality. We aim to foster intellectual spark, creativity and debate, and real joy in learning.

We aim to provide outstanding breadth of opportunity in our curricular and extra-curricular programme and to open our pupils' minds to a myriad of possibilities. Our extra-curricular activities are based on the principle of inclusive excellence: we believe that involvement in school life is a key factor in our pupils' happiness and the development of all-important 'soft skills'.

We aim to create a happy, tolerant and kind community where girls can be themselves. We want them all to play their part in the life of the school and in wider society. Our pupils should leave us as confident, adaptable, and pioneering young women ready to make their mark on the world and to lead happy and successful lives.

Our learning support provision is driven by the School's aims.

Objectives: To ensure that all pupils receive a broad, balanced and differentiated curriculum, regardless of any learning need they may encounter during their school career.

This includes ensuring that:

- Pupils with learning needs are identified as early as possible;
- Procedures are in place to ensure teachers and non-teaching staff are aware of how to support such pupils;
- Pupils with learning needs are integrated fully into the life of the school and are offered full access to the broad, balanced and relevant education provided by the school as well as the wide-range of extra-curricular opportunities on offer;
- Pupils with learning needs feel valued as members of the community;
- Parents and the pupils have an active role in the process.

1. Implementation

Do put the provision in place to meet those objectives in the form of:

- In class support (level 1) – teachers are ultimately responsible for the needs of all pupils in their class. Pupils with learning needs should be differentiated for on plans and support will be in a variety of forms which can include: positioning in the classroom, using scaffolds, using concrete materials, using a laptop, having extra time to complete work under timed conditions, being given handouts of notes, rest breaks, information being chunked, completing fewer questions in class and for homework, having enlarged scripts, using a coloured overlay etc.

- Intervention Clubs (level 2) – weekly targeted support for identified pupils, who may or may not have a specific learning need. These clubs are small group interventions (booster groups) that focus on securing a foundation level of understanding and to bridge any gaps in learning to meet age related expectations.
- Individual Interventions (level 3) - targeted 1:1 intervention will be organised for specific learning needs, which may include support in areas such as handwriting, phonics, maths and reading. These would typically be for pupils with a diagnosed specific learning need.

Review the support and progress. Before each parents' evening, the progression of pupils in interventions needs to be shared with the class teacher so the process of support and feedback is cohesive. The impact of any intervention is reviewed with teachers, parents/carers and the pupil looking at progress towards targets and next steps.

The role of the Head

The Head takes overall responsibility for the school's policies and procedures in relation to areas of learning needs, ensuring that these accord with the principles and aims of the Trust's Inclusion Policy and that all staff are aware of their responsibilities in this area.

The role of the LEARNING NEEDS CO-ORDINATOR (LNCo)

The Learning Needs Co-ordinator is responsible for the day to day implementation of the Learning Needs Policy and managing provision. This will encompass:

- To assist the Head with the strategic development of learning needs policy provision across the school;
- To oversee identification, referral and assessment of specific learning needs;
- To co-ordinate support, working closely with class teachers and all staff delivering interventions to identify need, secure appropriate provision and review progress;
- To maintain learning needs records, CPOMS notes, and ensure relevant information is communicated to other staff, particularly at transition points;
- To attend assessment meetings and communicate with teachers to regularly track and monitor pupil progress;
- To attend meetings with parents, teachers and the Head to discuss pupil progress;
- To liaise with external specialists;
- To monitor and evaluate the impact of provision;
- To revise policies in accordance with relevant legislations;
- To liaise with the Learning Needs Co-ordinator at the Senior School, particularly with regard to the transition from Year 6 to Year 7.

The role of teaching and non-teaching staff:

- To be aware of those pupils in the school with specific learning needs and use this to inform lesson planning, marking, monitoring and reporting;
- Class teachers to keep records of individual pupil progress and contact the LNCo to flag any concerns about pupils not making expected progress, along with potential new pupils for the learning needs watchlist / register;
- Specialist teachers and support staff to pass on concerns to class teachers in the first instance, who will then raise with the LNCo if a pattern emerges;
- To have a clear understanding of the physical, social and intellectual development of pupils at different stages, and adapt their approach in order to overcome barriers to learning;
- Class teachers to be responsible for sharing concerns with parents and keeping specialist and support staff updated as to individual learning needs of pupils in their class;
- Class teachers to be responsible and accountable for the progress and development of the pupils in their class, planning and delivering an individualised programme and differentiating their teaching and resources to take account of the different learning styles, abilities and preferences of individuals;
- Class teachers to liaise with the LNCo about support and progress for pupils in their class;
- Emotional, social and mental health difficulties could be identified by any staff member. Concerns are raised at weekly staff meetings so that pupils can be monitored by all staff. Additional support might be put into place to help them develop coping strategies, for example attending sessions with the school counsellor.

Where difficulties are long-lasting or severe, the school will consider whether the pupil might have a wellbeing need and require additional support beyond school-level intervention.

2. Admissions

Equal Opportunities

The GDST is committed to equal opportunities in education and will not unlawfully discriminate against, or treat less favourably any pupil at or applicant to its schools on the grounds of race, disability, religion or belief (or lack thereof), gender reassignment, sexual orientation, or pregnancy or maternity ('protected characteristics'). The Trust will also not discriminate against, or treat less favourable, any pupil at, or applicant to, its schools because they are perceived to have one of the protected characteristics or are associated with someone who has protected characteristics.

Admissions Policy

The school admits pupils according to academic potential, unprejudiced by individual learning needs. See School Admissions Policy.

Transition to Senior School

At the end of the summer term before pupils transfer to the Senior School a learning needs handover meeting takes place. During this meeting, the Junior School Learning Needs Co-ordinator passes on to the Senior School Learning Needs Co-ordinator information about pupils with learning needs.

The effectiveness of the school's policy is evaluated annually by the Learning Needs Co-ordinator and the Head.

Updated: May 2021

Next review: May 2022