OneSchool Global

Learning Support (SEND) Policy

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Learning Support (SEND) Policy

OSG Document Code POL_UK_ED_Learning Support (SEND) Policy_V11.1	**Authorisation date:** 09/2026	**Next review date:** 09/2027
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Enquiries contact: support@uk.oneschoolglobal.com	**Associated documents** • Mental Health and Wellbeing Policy • EHCP Policy • Supporting Students with Medical Conditions Policy • Gifted and Talented Guidance • More Able Policy • Admissions Policy • Anti-Bullying Policy • Assessment Policy • Attendance Policy • Student Discipline Policy • Safeguarding and Child Protection Policy • Curriculum Policy • Teaching and Learning Policy • Data Protection Policy • Equal Opportunities Policy • Examination Policy • Feedback Policy • Health and Safety Policy and Procedures • ICT & E-Safety Policy • School Prospectus • Wonder Years • Career Connections strategy document • Work experience Handbook and Work Placement Policy • OSG Student Support and Child Protection Handbook UK	

1. PURPOSE

1.1 The purpose of this Learning Support (SEND) Policy is to set out how OneSchool Global UK identifies and makes provision for students with special educational needs and disabilities. Our arrangements in England reflect the Part 3 principles of the Children and Families Act 2014 (section 19) and the SEND Code of Practice 2015, including placing the student and their family at the heart of the process.

1.2 This Policy works alongside the SEND Code of Practice 2015, Children Act 1989, the Children and Families Act 2014, the Equality Act 2010 and the Mental Capacity Act 2005.

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1.3 In Scotland, Northern Ireland and Wales the Campus will apply their relevant laws as agreed by the government and are to provide equal opportunities for learning and growth to every student. For simplicity, the term SEND is used throughout this policy. Equivalent terminology and statutory processes applicable within Wales and Scotland will be applied where required.

2. SCOPE

2.1 This policy applies to all Campus Principals, Learning Support Coordinators (LSCos), Special Needs Coordinators (SENDCos) Regional SENDCos, Campus Support Team (CST) members, Teachers, Learning Support Assistants and any additional support staff who work with students in the school or in the OSGUK National Support Office.

2.2 It is the requirement that all persons involved directly or indirectly with children with SEND demonstrate best practice in implementing the principles and practices outlined in this policy.

2.3 The Children and Families Act 2014 Part 3 and SEND Code of Practice 2015, necessitate 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.

3. DEFINITIONS

Term	Definition
SEND	The 2015 SEND Code of Practice 0-25 states that *"a person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."*
CAMHS	Children and Adolescent Mental Health Service Now known officially as CYPMHS Children and Young Peoples Mental Health Services.
CoP	Code of Practice
EHCP	Education, Health and Care Plan
LA	Local Authority
Learning Support	Used interchangeably with SEND in the context of OSGUK
LO	Local Offer
LSA	Learning Support Assistant

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CST	CST - Campus Support Team. The governance body responsible for providing strategic oversight, challenge and assurance at campus level.
LSCo	Learning Support Coordinator
OSG UK	OneSchool Global UK
QFT	Quality First Teaching
RSENDCo	Regional Special Educational Needs Coordinator
TA	Teaching Assistant
HLTA	Higher Level Teaching Assistant
ASN teacher	Additional Special Needs teacher (Scotland/Ireland)
ALN	Additional Learning Needs - Welsh Code and associated acronyms - see regional guidance in SEND handbook
Level 7 Assessor	An assessor qualified to carry out Access Arrangement Assessments which is required from Year 9 to approve Access Arrangements.

4. POLICY STATEMENT

4.1 Introduction

4.1.1 At the Campus, we see each student as a whole and believe all children have a right to a broad curriculum, including the National Curriculum. Children with special educational needs should be integrated into all classes and groups. We see each child as an individual and value each child for the person they are and the contribution they make to our campus community.

4.1.2 We believe that all children can learn and make progress, even if for some it is only in very small steps. The campus aims to help all children, including those with SEND, to achieve the best that they possibly can.

4.1.3 These values and beliefs are reflected in the ethos and values of the school notably “Integrity, Care and Compassion, Respect, Responsibility and Commitment.”

4.1.4 We will work in a close partnership with parents and the community.

4.1.5 All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility. In addition to the Campus Support Team, the Campus Principal, the Learning Support Coordinator and all other members of staff have key day-to-day responsibilities.

4.2 Policy Principles

4.2.1 The Campus is committed to maintaining the highest standards of child safeguarding in accordance with all relevant legislation and guidance. As a campus we recognise

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that protecting children is a golden thread to all we do and that safeguarding is at the heart of the school. Those using this policy must recognise their responsibility and the wider implications of safeguarding in the promotion, prevention and protection of children within the context of this document.

4.2.2 The Campus recognises, respects and responds to the individual learning needs of all students through the provision of a broad, balanced and inclusive curriculum together with effective teaching and learning practices.

4.2.3 OSG is committed to meeting the learning needs of all students across the spectrum; including those with profound and multiple barriers to learning as well as students who may be categorised as 'more able'.

4.2.4 Specific and on-going provision is made for students who have physical, emotional or intellectual disabilities. This provides for ALL disabilities as per the SEND Code of Practice under the four areas of need:

4.2.4.1 Cognition and Learning

4.2.4.2 Communication and Interaction

4.2.4.3 Social, Emotional and Mental Health Difficulties

4.2.4.4 Physical and/or Sensory Needs

4.2.5 Learning Support is the provision of Quality First Teaching through personalised learning approaches, adapted programmes or learning environments, extra assistance and specialised equipment or materials to support students. The Governance process will be overseen by a Campus Learning Support Committee for the oversight of Quality Assurance.

4.2.6 Support is provided for all students, so they acquire the knowledge, skills and understanding, as well as specific life skill goals during their school years, to enable them to contribute as active and informed citizens in family and community life.

4.2.7 Students with learning needs have an equal opportunity to receive every educational benefit reasonably available through the campus to enable them to reach their full potential. The culture, practice, management and resources used are directed towards meeting the needs of every student as unique individuals.

4.3 Policy Aims

4.3.1 To use the graduated approach to Learning Support so that all students at the Campus are challenged and supported to achieve the highest standards possible.

4.3.2 To ensure frequent, detailed review of the impact of provision for students with learning support needs and to intervene whenever needed to improve provision.

4.3.3 To concentrate on raising the level of achievement of all students in OSGUK campuses including those with additional Learning Support needs.

4.3.4 To ensure an inclusive approach to learning is applied to all students including those with Learning Support needs in accordance with the SEND Handbook.

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4.3.5 To use the ideas supported through Self Directed Learning standards through the graduated approach.

4.3.6 To support Campus Support Teams (CSTs), Regional SENDCOs, Campus Principals and Learning Support Coordinators in providing effective oversight and delivery of SEND provision.

4.3.7 To be read in conjunction with, and inclusive to other policies and the OSGUK SEND Information Report (Appendix 1).

4.3.8 To be fully informed in its implementation by the OSG Student Support and Child Protection Handbook.

5. EQUALITY ACT 2010

5.1.1 The current legislation covering disability is the Equality Act (2010) which supersedes the Disability Discrimination Act (DDA) 2005 and the Special Educational Needs and Disability Act (SENDA) 2001.

5.1.2 The Equality Act requires that early years providers, schools, colleges, other educational settings and local authorities:

5.1.2.1 must not directly or indirectly discriminate against, harass or victimise disabled children and young people.

5.1.2.2 must make reasonable adjustments, including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as 'anticipatory' – people also need to think in advance about what disabled children and young people might need.

5.1.3 Reasonable adjustments are changes schools and other settings are required to make which could include changes to physical features – for example, creating a ramp so that students can enter a classroom or providing extra support and aids (such as specialist teachers or equipment). See reference to 3-Year Accessibility Plan in Section 8.

6. THE GRADUATED APPROACH

6.1 This is central to all our practice at the Campus.

6.2 Where a student is identified as having SEND, to enable the student to participate, learn and make progress, the campus will take action to:

6.2.1 remove barriers to learning, and

6.2.2 put effective special educational provision in place.

6.3 SEND support will always arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a

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growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

6.4 The four stages of the cycle are:

6.4.1 Assess

6.4.2 Plan

6.4.3 Do

6.4.4 Review

6.5 The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified this cyclical process becomes increasingly personalised.

6.6 Individualised assessment leads to a growing understanding of the barriers to and gaps in the student's learning.

6.7 Continual reflection on approaches to meeting the student's needs leads to a growing understanding of strategies that enable the student to make good progress and achieve good outcomes.

6.8 In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles to tailor interventions to meet the particular needs of children and young people.

6.9 For full details of the graduated approach, see Appendix 5 – NASEN: SEN Support and the Graduated Approach.

7. PHASES OF LEARNING SUPPORT

There are four phases of learning support. The Graduated Approach applies to each phase, with the cycles of Assess, Plan, Do, Review taking place at least once per half term in support of the child and family.

7.1 Monitoring (Pre-SEND Identification Phase)

7.1.1 The Monitoring phase is part of a graduated approach to learning support and reflects high-quality, inclusive Quality First Teaching (QFT). Teaching at this stage is personalised to the student's needs and responsive to emerging concerns, without yet identifying the student as having SEND.

7.1.2 In line with the UK Teachers' Standards, teachers are expected to:

7.1.2.1 Teach all students inclusively and set high expectations,

7.1.2.2 Be aware of students' capabilities and prior knowledge,

7.1.2.3 Plan to stretch and challenge students of all backgrounds and abilities,

7.1.2.4 Promote Self-Directed Learning where appropriate.

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7.1.3 Teachers should modify and adapt their teaching and resources, maintain open communication with families, and use the Assess, Plan, Do, Review cycle to identify students who:

7.1.3.1 Are not achieving expected progress

7.1.3.2 Appear to be falling behind peers

7.1.3.3 Require targeted, short-term intervention to access the curriculum.

7.1.4 If concerns persist, the student may be raised at the Campus Learning Support Committee Meeting. Following review, the student may be added to the Monitoring List, as part of early identification.

7.1.5 Note: This mirrors the Assess, Plan, Do, Review cycle used at SEN Support, but does not imply that the student has SEND unless they meet formal identification criteria in line with the SEND Code of Practice (6.17–6.20).

7.1.6 Students in the monitoring phase will have a Pupil Passport on Provision Map, outlining their:

7.1.6.1 Emerging areas of concern

7.1.6.2 Strengths and support strategies

7.1.6.3 Relevant family input (if available).

7.1.7 This is to ensure evidence-informed teacher planning and to provide continuity of support.

7.1.8 Teachers and leaders should consider:

7.1.8.1 Whether the student's needs can be met through adaptation of the school's core offer (differentiation).

7.1.8.2 Or whether additional, different support might be required, possibly leading to formal SEN Support (K Code).

7.1.9 Students in this phase may also be considered for exam access arrangements, where these represent their normal way of working, following awarding body guidance.

7.2 K code

7.2.1 K code is applied where the progress of an individual student continues to be less than expected and where implementation of highly intensified short-term support is agreed in multi-professional consultations based on pedagogic assessments. This applies equally in the case of all students.

7.2.2 Parents must be informed without delay if their child moves onto the K register, they need to be informed for what reason and what extra provision is being made and why. The process for this sits within the OSG Student Support and Child Protection Handbook UK. A request is made within the Student Support Approval Workflow and all those identified contacted and consent sought within a 48-hour window.

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7.2.3 Where it is decided to provide SEN support, and having formally notified the parents, the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, or behaviour, and a clear date for review.

7.2.3.1 The class or subject teacher, working with the RSENDCo/LSCo and Campus Learning Support Committee, assesses areas of specific concern while gathering evidence (which must include the views of the student and their parents). The Campus, continuing with the Assess, Plan, Do, Review cycle, puts in place extra evidence-based teaching and/or other intensive interventions designed to secure improved progress, better access to learning or advanced learning opportunities where required. In external examinations access arrangements are subject to the parameters applied by JCQ, CIE and other examining bodies used.

7.2.3.2 At K code, a student 'passport' and Intensified Learning Plan (ILP) will always be written with the student, shared with parents and provided to teaching and learning support staff via the Provision Map platform. The Learning Support Coordinator will lead this process.

7.2.3.3 Progress cannot be stifled by an inappropriate curriculum – either challenging to the point where it is not accessible or not challenging enough.

7.2.3.4 Pedagogic professionalism takes a central position when we are assessing the support for a child's needs. Assessment is carried out primarily by the teachers teaching the child, who are accountable for leading the necessary support. (Children and Families Act 2014; SEND Code of Practice 2015) (Learning Support Handbook 2018).

7.3 E code

7.3.1 When the campuses have explored all possible strategies available to them and the additional intensive K code support is not sufficient to assist the student to make reasonable progress, the campus will work with the LSCo/RSENDCo to move towards an E code which is long term and substantial support with an EHCP. The student's response to such support can help identify their particular needs and would contribute to an EHCP needs assessment. Intensified support is then given to the student, and a plan should be completed which will include an Intensified Learning Plan (ILP), a Student Passport and costed provision map. All consultation and collaboration is recorded on the ILP and on Provision Map. There may be a referral to outside agencies assessments in consultation with parents/family. The student may be referred for an Education, Health and Care needs assessment. Once the student receives an EHCP, their coding in the register and on Bromcom would change to E.

7.3.2 Once an EHCP is issued by the Local Authority, the school must ensure the provision detailed in Section F of the student's EHCP is implemented for the child. The special educational provision set out in section F should support the child or young person to achieve the outcomes set out in section E and be backed up by advice in section K. A costed provision map will always be implemented, which links provision to the

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outcomes (section E) and clearly demonstrate the stepped impact of that provision over the year.

7.3.3 The Outcomes in Section E of the EHCP will usually set out what needs to be achieved by the end of a phase or stage of education in order to enable the child or young person to progress successfully to the next phase or stage. From Year 9 onwards, the nature of the outcomes will reflect the need to ensure young people are preparing for adulthood. The 'ILP and costed provision map will always break the broad outcomes down into stepped, SMART outcomes (specific, measurable, achievable, realistic and time-limited) to enable steps of marginal success each half term towards the broader Section E outcomes. In so doing, the student, teachers and parents are able to closely structure and track success in smaller steps. This also allows for early intervention in the event an outcome isn't being well enough met.

7.3.4 It is also important that the Assess, Plan, Do and Review approach continues to be applied with termly review meetings to review progress against short-term targets in the EHCP. One of these meetings may be replaced by the Annual Review meeting which must be held in accordance with the regulations governing the Review process. The Annual Review must be held at least every 12 months, in accordance with regulations 18 to 23 of the Special Educational Needs and Disability Regulations 2014, and the Local Authority must be notified of the outcome within four weeks of the meeting.

7.3.5 The student may qualify for access arrangements in examinations if this their is normal way of working.

7.4 Transition

7.4.1 For the avoidance of doubt, the applicable data protection law is the UK General Data Protection Regulation and the Data Protection Act 2018.

8. RECORD KEEPING

8.1 To comply with GDPR, all SEND records and documents will be stored in the child's records on Provision Map.

9. GENERAL

9.1 We respond to the needs arising in learning and schooling by Quality First Teaching and the graduated approach (Assess, Plan, Do, Review); tailoring and personalising teaching and learning including the learning environment, learning routines and interventions. Teachers will collaborate with each other and the LSCo/RSENDCo, flexibly changing teaching approaches. Specialist campus to campus support will also be employed timely and as needed.

9.2 We use different forms of support as tools to respond to the individual needs of students and in teaching groups, as part of the general Monitoring Phase support, before moving to K code intensified support phase.

9.3 K code support is designed, following the Assess, Plan, Do, Review approach to meet an identified student's needs. With the aid of intensified support, the aim is to prevent an

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increase, accumulation and diversification of the problems and helping, where possible, the student to return to Monitoring Phase support.

9.4 The role of E code special support is to offer the student holistic, comprehensive and systematic support in such a way that the student can access the curriculum and gain the skills they will need to gain employment or continue their studies after they leave school. The campus should utilise all the support methods during the different phases of support.

9.5 Learning Support for all, means the provision of equal opportunities for learning and growth to every child or student in a happy environment which is conducive to learning. 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 participation in the campus and society.

9.6 The campus is committed to creating learning programmes and an inclusive learning environment that meets the educational and welfare needs of each student and nurtures the attitudes and skills necessary for continual learning and personal growth throughout life.

10. STUDENT VOICE

10.1 In all meetings held about a child, their voice will be included. Appropriate structures will be used to collect and share that voice according to the needs of the child and type of meeting. The LSCo/RSENDCo and Campus Principal will agree on how to tailor student voice in each case and will validate those decisions through the Learning Support Committee.

11. PARENT VOICE

11.1 Parent voice is collected from all parents at least annually to evaluate the level of support parents feel they and their child receive and the quality of communication between home and the campus. This does not only apply to those with student receiving Monitoring, K code or E support. It will be gathered from all parents in order to ensure those concerned about their child's progress know, understand and are confident to use routes of escalation for this information between home and school. Coordinated by the Campus Principal.

11.2 In addition to this, a focused learning support survey is sent out to parents each year to gather feedback on the priorities identified and the systems and actions taken to ensure all are involved.

12. PROCEDURES

12.1 There will be three structures to maintain frequent communication and accountability between the Campus Support Team (CST), Campus Principal, LSCo/RSENDCo and other campus staff:

12.2 Campus Learning Support Committee meeting at least once termly. See appendix 9.

12.3 Weekly Campus Principal Report updates, to review Teaching and Learning Class observations – these would include SEND students.

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12.4 Weekly meeting with the RSENDCo, Campus Principal and Learning Support Lead.

13. WONDER YEARS

13.1 At least twice a year the campus will collect details of students currently in R, Y1 and 2 who will need additional support when they start at the campus.

13.2 The campus will make contact with the parents, the feeder school (after June) and the student and develop transition plans to enable them to access a personalised and appropriate provision when they join the campus Where student need is more pronounced, contact with the feeder school may be made earlier with parental consent.

13.3 If a student has, or may require, an EHCP it will be important for the Campus to liaise as early as possible with the student's primary school and the parents. This may include attending Annual Reviews or working with the feeder school to establish if an EHCP is required prior to transfer to the Campus. See the OSG UK EHCP Policy.

13.4 Information from the Wonder Years project will allow the campus to develop their 3-year Accessibility Plan and customise the campus to the needs of the incoming students.

14. CAREER CONNECTIONS

14.1 Career Connections students are those who will need additional provision as they move through sixth form to enable them to transition successfully beyond Year 13.

14.2 In some cases, these students may need a personalized pathway that could include work experience, supported internships and apprenticeships.

14.3 Each Career Connections student will have a personalized pathway developed from Year 9 as part of their Preparation for Adulthood.

14.4 Some Career Connections students will have an EHCP, and, in these cases, the pathway needs to be specified at the Annual Review to allow for preparation for their provision past Y13.

14.5 Some other students without EHCPs may also need access to a Career Connections programme.

14.6 At all parts of the process, parents and students will be involved in clear communication to allow them to be part of the decision making. Students of 16 years or over are legally entitled to make their own decisions. Some students may require additional support to access the decision-making process (for example where there is professional evidence that the MCA 2005 applies) See the Career Connections Global Guide

15. THREE-YEAR ACCESSIBILITY PLAN (15.2-15.4 FROM EQUALITY ACT ADVICE 2014)

15.1 Every campus should have a clear Accessibility Plan which is reviewed every year.

15.2 The site manager would be centrally involved with the development and implications of this document.

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15.3 Schools and LAs need to carry out accessibility planning for disabled students. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

15.4 Schools must implement accessibility plans which are aimed at:

15.4.1 increasing the extent to which disabled students can participate in the curriculum

15.4.2 improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided; and

15.5 improving the availability of accessible information to disabled students.

15.6 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document.

15.6.1 Culture CST Lead is: Charles Stedman

15.6.2 LSCo is: Salma Shah

15.6.3 Campus Learning Support Committee consists of: Chrisopher Sweeney, Lee Sutton, Salma Shah (LSCo), Charles Magee and Charles Stedman (CST)

15.7 The Regional Director of Student Support will receive national learning and adjustments from Campus Learning Support Committee meetings as needed.

16. CAMPUS ROLE

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

16.1.1 All students are appropriately supported through well planned, effectively differentiated and personalised learning that take account of the differences in learning modalities and potential capabilities of all learners. Class teachers are responsible for providing the in-class High Quality First Teaching general support to all learners. All teachers have high expectations for students including those who require additional learning support. Teachers will consult their LSCo/RSENDCo and Senior Leadership team for advice, resources and coaching.

16.1.2 A qualified teacher (QTS) is named as the professional responsible for students with additional learning needs. This is usually the Campus Principal.

16.1.3 Where the Campus has a student with an Education, Health and Care plan, a qualified professional must direct the provision. OSG UK works with ASSET to support this work (see EHCP Policy).

16.1.4 OSGUK Campuses may employ qualified level 7 services for Access Arrangements and further school to school support in partnership with other schools.

16.1.5 The Campus team works together with the Regional Team to generate a well-balanced and reasoned budget request for the campus each year to enable the

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provision for students, the discharge of agreed outcomes for students with an EHCP and the agreed needs in the Campus Improvement Plan (CIP) in relation to SEND

16.2 Campus Principal

16.2.1 The Campus Principal holds ultimate responsibility for the provision and progress of all students in accordance with the Headteacher Standards (2020) and is accountable for the quality, effectiveness and statutory compliance of SEND provision within their campus.

16.2.2 All campuses will receive a face-to-face annual SEND audit which measures progress against the criteria outlined in the OSG Student Support and Child Protection Handbook. This enables specific areas of development to be followed up by the Campus Principal.

16.2.3 The CP is ultimately accountable for the formative deployment of additional adults in support of differentiated approaches that enable the student to access our signature pedagogy in Assignment, Lesson and Study.

16.3 Learning Support Coordinators

16.3.1 A Learning Support Coordinator is appointed. If this person does not hold the National Qualification for SEN Coordination, they will always be overseen by a Regional Special Educational Needs Coordinator who does hold this qualification. The aim is for all OSG UK campus Learning Support Coordinators to gain the NPQ SENDCO qualification. Regional SENDCOs provide professional guidance, support, challenge and quality assurance across campuses. Accountability for SEND provision remains with the Campus Principal and campus leadership team.

16.3.2

16.3.3 The campus Learning Support leaders must keep up to date to fulfil their responsibilities and adhere to current Learning Support Handbook guidelines for protocol and practice. An audit of the whole school Learning Support provision takes place annually, including Student Provision mapping.

16.3.4 The Learning Support Coordinator will contribute to the formation of the CIP – Campus Improvement Plan – through the identification of key areas for development.

16.3.5 The campus LS team will require a high level of professionalism, continuously developing their own professional understanding and knowledge in all related LS areas, especially those presently manifesting in our schools, including modelling effective inclusive differentiation strategies giving teachers confidence to implement inclusive intervention methods. They will enrol with a ‘strand’ of need identified in campus review to reflect the needs of the campus each year and work with others across the organisation to develop OSG excellence in this area.

16.4 Teacher Role

16.4.1 Teachers plan lessons consulting the LS team. This ensures full inclusion and all students’ full participation in all parts of the lesson wherever possible. Teachers retain responsibility for the progress and attainment of all students in their classes, including

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those receiving SEND support, even where additional adults or specialist staff are involved in delivering provision.

16.4.2 Students' Additional Adults are consulted, and they must be provided with access to Assignments with lesson intentions in advance of the Lesson. This identifies the differentiated learning objectives for the students they are supporting and clearly defines their supporting role.

16.4.3 Planning together ensures that learning support assistants are used in an active and focused way to support those needing more support to achieve the best possible outcome.

16.4.4 Teachers must have a clear plan for all learning experiences via the Assignment which could indicate:

16.4.4.1 differentiated and personalised learning objectives for the lesson or topic,

16.4.4.2 the role of the LSA to be clearly addressed,

16.4.4.3 the multisensory/personalised activities to be undertaken by any student,

16.4.4.4 individually considered routines for use of the learning environment,

16.4.4.5 or EHCP expected outcomes (or short-term targets derived from the outcomes)

16.4.4.6 necessary resources.

16.4.5 Teachers must refer to Students' Passports, Intensified Learning Plans (ILP), and EHCPs as appropriate and demonstrate effective planning with longer term outcomes. These documents should be stored on Provision Map so that they can be centrally accessible to staff both on campus and delivering remotely.

16.4.6 Clear, obtainable and personalised Learning Intentions and success criteria are displayed and shared with all students through Canvas.

16.4.7 All students receive well structured, accessible feedback - know and can explain how to improve their learning.

16.4.8 Teachers have high but realistic expectations of all learners. All students can access an Assignment because it is well differentiated to meet their needs.

16.4.9 Rewards and praise guide the inclusive teaching.

16.4.10 Teachers display excellent subject knowledge, including methods of inclusive differentiation and scaffolding, giving students confidence and developing their understanding in how to move forward in their learning.

16.4.11 Teachers provide an inclusive, appropriately stimulating and attractive multi-sensory learning environment, in physical and digital spaces, to engage the interests of all their students, including those who need additional support.

16.4.12 High quality, caring and professional relationships should exist between students and teachers. Teachers should continuously develop their professional knowledge and

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

16.4.13 The Campus will publish the Learning Support Policy and OSG SEND Information Report on the school website. Appropriate reference should be made in the school Prospectus. The OSG SEND Information Report and the Accessibility Plan will be published on the school website and reviewed and updated at least annually, as required by regulation 51 of and Schedule 1 to the Special Educational Needs and Disability Regulations 2014 and by Part 6 of the Education (Independent School Standards) Regulations 2014.

16.4.14 Parents who are concerned about the special educational provision made for their child should raise this first with the Learning Support Coordinator or Campus Principal, and may then use the School's Complaints Policy. In addition, parents are entitled to use the Local Authority's disagreement resolution and mediation services, and, in relation to decisions about EHC needs assessments and EHCPs, to appeal to the First-tier Tribunal (Special Educational Needs and Disability), as set out in Chapter 11 of the SEND Code of Practice 2015.

17. GUIDELINES

17.1 Children Act 1989

17.2 Children and Families Act, 2014

17.3 Additional Learning Needs and Education Tribunal (Wales) Act

17.4 Keeping learners safe, 2002, revised March 22

17.5 Data Protection Act 2018, updated August 2020

17.6 UK GDPR guidance and resources | ICO

17.7 The Equality Act 2010 (section 20), The Public Sector Equality Duty (section 149 of the Equality Act 2010)

17.8 Mental Capacity Act 2005

17.9 Health and Safety Executive (HSE) guidance

17.10 The Special Educational Needs and Disability Regulations 2014

17.11 Special Educational Needs and Disability (SEND) Code of Practice

17.12 The Additional Learning Needs Code of Practice 2021 (Wales)

17.13 Keeping Children Safe in Education 2026

17.14 The Education (Independent School Standards) Regulations 2014

17.15 Mental Health Act 1983 Code of Practice

17.16 Mental Health and Behaviour in Schools

17.17 Supporting students at school with medical conditions

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18. ATTACHMENTS

Appendix 1 OSGUK SEND Information Report – published on website

Appendix 2 OSG Learning Support and Child Protection Handbook

Appendix 3 LSCo and SENDCO Job Description and Person Specification and Roles and Responsibilities

Appendix 4 Model Policy for Intimate Care and Care Plan

Appendix 5 NASEN: SEN support and the Graduated Approach.

Appendix 6 Career Connections Global Guide – to be sent separately

Appendix 7 Learning Support Register template – to be sent round separately

Appendix 8 One-page overview for Wonder Years – all documents on SEND Handbook

Appendix 9 Full Learning Support Committee meeting template

19. VERSION CONTROL

Document Code	Date	Version No.	Nature of change
QSC/19	July 2020	6.0	Annual review. Updated to include wonder years and Career Connections
QSC/19	July 21	7.0	Annual review, Learning Support Campus Support Team member identified. Phases renamed as Monitoring, K and E code, revision of meeting expectation section 5, 7.6.7 addition of Annual campus SEND Development Plan. 7.6.12 SIMS information to include remote teachers.
QSC/19	July 2022	8.0	Key terminology and central names amended for consistency, appendices updated and developed, will be further change as needed once Green paper reviewed. Additions to definitions section to reflect new legislation in Wales.
QSC/19	July 2023	9.0	Language reviewed and amended for clarity, meeting expectation detailed, roles made clearer. Use of parent survey amended. Sections added on budgets, SEND Audits and the ultimate responsibility of the Campus Principal.
	July 2024	10.0	Inclusion of central place of the OSG Student Support and Child Protection Handbook, key role of the site manager in the Accessibility Plan, some changes to governance meetings, revised Learning Support Register.

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POL_UK_ED_Learning Support (SEND) Policy_V11	July 2025	11.0	Minor editing reviews. Wording around provision at monitoring developed. Appendix 9 The learning Support committee meeting template substantially modified. 16.3.1 aim for all LSCos to gain NPQ SENDCO status added.
POL_UK_ED_Learning Support (SEND) Policy_V11.1	September 2026	11.1	Compliance review against the Education (Independent School Standards) Regulations 2014, the Children and Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015: purpose statement completed at 1.1; 12-month EHCP Annual Review requirement added; data protection references corrected to UK GDPR/Data Protection Act 2018; annual publication and update of the SEND Information Report and Accessibility Plan confirmed; new clause on complaints, disagreement resolution, mediation and First-tier Tribunal appeal rights; KCSIE reference updated to 2026 and the Independent School Standards added to Guidelines.

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