Learning Support

OSG SEND Information Report

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1. How will Campus staff support a child and how is the decision made about how much support a child will receive?

The fundamental principles of OneSchool Global UK in England are tied to the Children and Families Act 2014 Part 3 (appendix) and SEND Code of Practice 2015 (appendix). Scotland, Northern Ireland and Wales apply their relevant laws as agreed by the government and are to provide equal opportunities for learning and growth to every pupil or student. The process begins with the child in the centre and is constructed to enhance children's learning by providing high quality learning programmes matched to the needs of individual students and aimed at promoting their full participation in society.

The Campus is committed to creating learning programmes and environments 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 life. 'Learning to Learn' means using learning as a tool whereby 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, early intervention and support and welfare.

OneSchool Global Reading Campus follows the OSG UK process that is clearly set out in the Learning Support Handbook and Guidelines 2024. In the rationale of the learning support process, orderliness, flexibility and continuity of the support are highlighted. The aim is to structure the learning environment, and planning to enable teachers and teaching assistants to focus better on each individual student's learning.

The support begins well before the child enters OSG UK Campuses with the **Transition and Assessment Phase**, where identification processes and data collection are undertaken for any known additional learning needs, arrangements and plans. The **Transition and Assessment Phase** always applies when a student moves class, grade or Campus. Information regarding intensified and special additional support, course adjustments, or relief of certain courses and documentation and information regarding these arrangements is confidential. (CFA, 2014). For a student with Learning Support needs, this process is known as the Wonder Years project and is subject to a comprehensive and personalised system of transition, liaison and preparation.

Monitoring stage 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 through a graduated approach to learning and learning support. Dyslexia Aware and Autism Aware strategies are employed within Self Directed Learning. The teacher modifies and adapts teaching approaches and resources and establishes contact with the family. Teachers continuously assess, evaluate and track to identify students who are not achieving their full potential or are in need of special support to participate in, access and excel within the curriculum.

K code. 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.

The class or subject teacher, working with the SENDCO or Learning Support Coordinator and Campus Learning Support Committee, assesses areas of specific concern while gathering evidence, which will always 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. The student may qualify for access arrangements in examinations if this is their normal way of working. There is a clear process of stakeholder engagement when applying for approval for internal and external Student Support services through the use of the workflow process.

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. The Learning Support Coordinator will lead this process.

At K code, there will always be a review to ensure the curriculum is accessible and balances stretch and challenge for the student, allowing them to make sustained and rapid progress from their starting point. Progress cannot be stifled by an inappropriate curriculum – either challenging to the point where it is not accessible or not challenging enough.

Pedagogic professionalism takes a central position when we are assessing the support a child 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 2025).

E code. When campuses have explored all possible strategies available to them and the given intensified support is not sufficient to assist the student to make reasonable progress, campuses will move towards E code, which is long term and substantial support. There may be a referral to outside agencies in consultation with parents/family and the Regional SENDCO. The student may then be referred to Education Health and Care Plan needs assessment (EHCP) and then classed as E code. Depending on the circumstances, support and arrangements to be implemented must be quantified and specified according to the student's needs. We follow our EHCP Assessment Policy to guide our professional staff with this process.

2. How does the Campus know if children/young people needs extra help and what should you do if you think your child may have Learning Support needs?

The Campus has a clear approach to identifying and responding to learning support needs. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

A student has Learning Support needs where their learning preference or disability calls for additional specified educational provision that is different from or additional to that provision normally available to students of the same age. Offering high quality differentiated and personalised teaching normally available to the whole class means that fewer students will require such support.

The Campus assesses each student's current skills and levels of attainment on entry and during transitions, building on information from previous settings and key stages where appropriate. At the same time, the Campus considers evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all students. These seek to identify students making less or more than expected progress given their age and individual circumstances.

For some children, Learning Support needs can be identified at an early age. However, for other children and young people, Learning Support needs become evident only as they develop. Teaching and support staff remain alert to emerging difficulties and respond appropriately. In particular, parents know their children best and the Campus is committed to listening to and understanding when parents express concerns about their child's development. Teaching and support staff also listen to and address any concerns raised by children and young people themselves.

3. How will the Campus prepare and support a child in joining the Campus, transfer to a new Campus or the next stage of education and life?

Information is collected every year on students in Years R, 1 and 2 who may have learning needs. *The **Transition and Assessment Phase*** commences as soon as practicable in at least the year prior to child attending the Campus. Procedures for visiting the existing school for new students, and meeting them and their families, are in place and personalised orientation plans are made for new students requiring additional support. Identification and assessment processes, and data collection, are applied to any known Learning Support needs. The Transition Phase applies again when a student moves class, grade or Campus.

Information regarding intensified and special support, course adjustments, or relief of certain courses and documentation and information regarding these arrangements is confidential. (CFA, 2014).

Students with SEND needs moving into a OSG UK campus at Year 3 are identified under our **Wonder Years** programme and a transition system put in place to enable them to engage safely and happy with their campus.

Students from Year 9 with additional needs that may make transition from KS5 more difficult are identified within our **Careers Connections** programme. A detailed provision is put in place for them to monitor their progress and allow them to transition successfully.

4. What training do the staff supporting children and young people with Learning Support needs have?

The person responsible for coordinating learning support provision in the Campus is the LSCO (Learning Support Coordinator), who is working towards a SENDCO qualification through the NPQ process. The LSCos is supported by a Regional SENDCO who also holds the NASENDCO qualification. Teachers working in the Campus are qualified teachers, with meeting Learning Support needs in the classroom being part of their basic training. The Learning Support/ Teaching Assistant working with a child with Learning Support needs is particularly trained for each child's individual needs. Learning Support Assistants work in partnership with the class teacher to ensure that an appropriately matched and challenging provision is given to each student. A comprehensive system of CPD is provided to all additional adults in OSG UK and all of these staff are developing their confidence within a selected strand of need that they have identified as relevant to them and the needs of their campus.

5. How the Campus's resources are allocated and matched to children's Learning Support needs

The Campus supports children with a wide range of Learning Support needs. We regularly review and evaluate the breadth and impact of the support we offer. The Campus provision is governed by the Campus Learning Support Committee and the local authorities in reviewing the provision that is available and in developing the Campus Local Offer. The Campus also collaborates with other schools to explore how different needs can be met most effectively. In the Campus we have due regard to general duties to promote disability equality under the Equality Act 2010 towards individual disabled children and young people. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. The Campus has measures in place to prevent discrimination, to promote justice and equality of opportunity and to foster good relations.

The Campus Leadership and SENDCO/LSCO have particular regard to pupils with medical conditions. Individual healthcare plans will specify the type and level of support required to meet the medical and care needs of such students. Where students also have Learning Support needs, consideration will be given to see if an Education, Health and Care needs assessment may be necessary. Where an Education, Health and Care Plan is issued by the student's Local Authority, the provision will be implemented and will be planned and delivered in a coordinated way in full consultation with the child/young person, their parents and all agencies involved with the student.

6. How will the learning and development provision be matched to a child's needs?

Educational expertise takes a central position when the Campus is assessing the support and provision a child needs. Assessment of the required support and its implementation are carried out primarily by the teachers teaching the child, under the direction of the Regional SENDCO and local campus SENDCO/LSCO. When deemed necessary, and specifically when it is a question of the child's wellbeing and concerns relating to general development, other professionals are consulted when assessing the child's needs, for example the Regional Director for Student Support, Educational Psychologists, Clinical Psychologists, Speech and Language Therapists etc.

Identifying and assessing Learning Support needs for children or young people whose first language is not English receives particular care. The Campus looks carefully at all aspects of a child or young person's performance in different areas of learning and development, as well as assessments to establish whether lack of progress is due to limitations in their command of English, or if it arises from Learning Support need or a disability. Difficulties related solely to limitations in English as an additional language are supported with EAL strategies.

7. How accessible is the Campus environment?

All OSG UK Campuses have been designed for wheelchair access and have disabled toilets. In addition, the Campus always makes any reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at disadvantage. The Campus adheres to all duties under the Equality Act 2010 (appendix) towards individual disabled children and young people and to prevent discrimination we promote equality of opportunity and foster good relations.

8. How will a child be included in activities outside the classroom including Campus trips?

The Campus consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments might be made to enable children with medical or other additional needs to participate fully and safely on visits. A careful prior Risk Assessment is carried out so that planning of arrangements takes account of any steps needed to ensure that children with medical conditions or other additional needs are included. This includes consultation with parents and students and advice from relevant healthcare/specialist professionals to ensure safe participation. We consult the Health and Safety Executive (HSE) guidance (appendix) on all Campus trips.

9. What support will there be for a child's overall wellbeing?

At this Campus, children are encouraged to develop their full potential and acquire the discipline of learning to learn in a safe, happy and caring environment that upholds Christian teachings and beliefs. Teachers' planning and wider campus support will demonstrate an informed understanding of each child's needs and of measures needed to support the child in making good progress and securing their best outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive phases in order to match interventions to the ongoing needs of the children and young people. If a child is identified as having Learning Support needs, this Campus will take action to remove barriers to learning and put effective intervention provision in place.

This comprehensive approach to teaching and learning consistently supports students' learning and schooling and prevents problems from collecting, multiplying and developing. The role of learning support is to offer the student comprehensive and systematic support in all areas of Campus life.

10. What specialist services and expertise are available at, or accessed by, the Campus?

The Campus uses a multi-professional team of independent and Local Authority specialist consultants. These include educational/clinical psychologists, occupational therapists, speech and language specialists, medical professionals and other health and education professionals. We also collaborate with the Local Authority's Local Offer.

11.How do you communicate with parents and families?

The Campus makes parents and families feel welcome to come and communicate. We provide the opportunity for open and continual communication and respond to general concerns while encouraging parents to have an active interest in the education of their children. Parents' meetings are usually held in the beginning of the year and additional parent consultations take place twice a year. In addition, teachers communicate with the parents directly if and when a need arises.

12.How can I help to support my child's learning?

The child's class or subject teacher is the parents' closest companion with regards to learning. Close communication with the teacher helps to be aware of any obstacles in learning, or support that parents can provide at home. In cases of Learning Support needs, the Campus's SENDCO/LSCO will provide information on how to support learning at home. The best support parents and families can give to a child is to be genuinely interested in all that takes place at the Campus. Regularly assisting in doing homework, talking about Campus and friendships fostered will assist both the student and families to make the most of those important years.

13.Who to contact for further information?

Further information regarding OSG UK SEND Information Report may be obtained from

National Support Office
OneSchool Global UK
The Precinct
Poseidon Way
Warwick CV34 6BY

To find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs:

Wokingham https://www.wokingham.gov.uk/children-families-and-young-people/send-local-offer

Reading https://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3

Oxfordshire https://www.oxfordshire.gov.uk/residents/children-education-and-families/oxfordshire-send-local-offer

14. Campus Contextual Information

At Reading Campus:
The Culture CST lead is Rolf Parsons, email: rolf.parsons@uk.oneschoolglobal.com
The Learning Support Coordinator is Charlotte Allan, email: charlotte.allan@uk.oneschoolglobal.com
The Regional SENDCo is Amy Sims, email: amy.sims@uk.oneschoolglobal.com

15. Appendix

1. *Children and Families Act, 2014, http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted*
2. *Children Act 1989, http://www.legislation.gov.uk/ukpga/1989/41/contents*
3. *Confidentiality Act, www.lawcentreni.org/data-protection.html*
4. *Equality Act 2010, https://www.gov.uk/definition-of-disability-under-equality-act-2010*
5. *Health and Safety Executive (HSE) guidance, www.hse.gov.uk/guidance*
6. *SEND Code of Practice 2015, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf*