

Learning Support (SEND) Policy

Policy Code QSC/19	Authorisation Date September 2024	Next Review Date September 2025
Enquiries Contact: support@uk.oneschoolglobal.com	Approval Authority OSG UK Board	Policy Author Kate Edwards
Associated Documents • Positive Mental Health 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 • Behaviour Management Policy (including Exclusions) • Safeguarding and Child Protection Policy • Curriculum Policy • Teaching and Learning Policy – • Data Protection Policy • Equal Opportunities Policy • Examination Policy Handbook • 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

The fundamental principles of OneSchool Global UK Ridgeway Campus in England reflect the Section 19 principles of the Children and Families Act 2014 Part 3 and SEND Code of Practice 2015. This includes placing the student and their family at the heart of the process.

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.

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.

2. SCOPE

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

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

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
CA	Role within OSG which is held for governance
LSCo	Learning Support Coordinator
OSGUK	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
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 Trustee Body, 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 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 SEND code of practice under the four areas of need:
- Cognition and Learning
 - Communication and Interaction
 - Social, Emotional and Mental Health Difficulties
 - 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, understanding as well as specific life skill goals during their school years, enabling 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.
- 4.3.5 To use the ideas supported through Self Directed Learning standards through the graduated approach.
- 4.3.6 To assist Learning Support CAs, Regional Special Educational Need Coordinators and Learning Support Coordinators in leading Learning Support provision effectively according to Appendices 1, 2, 3 and 4.
- 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.**

4.4 EQUALITY ACT 2010

- 4.4.1 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.
- 4.4.2 The Equality Act requires that early years providers, schools, colleges, other educational settings and local authorities:
- must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
 - 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.
- 4.4.3 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

4.5 THE GRADUATED APPROACH

- 4.5.1 This is central to all of our practice at the Campus.
- 4.5.2 Where a pupil is identified as having SEND, to enable the pupil to participate, learn and make progress the campus will take action to:
- remove barriers to learning and;
 - put effective special educational provision in place.
- 4.5.3 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 growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.
- 4.5.4 The four stages of the cycle are:
- Assess

- Plan
 - Do
 - Review
- 4.5.5 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 personalized.
- 4.5.6 Individualised assessment leads to a growing understanding of the barriers to and gaps in the student's learning.
- 4.5.7 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.
- 4.5.8 In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people.
- 4.5.9 For full details of the graduated approach, see Appendix 5 – NASEN: SEN support and the Graduated Approach.

4.6 PHASES OF LEARNING SUPPORT

- 4.6.1 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.

4.6.2 Monitoring

The monitoring phase of learning support is Quality First Teaching with a graduated approach, which is personalised according to individual students and tailored with support targeted at areas of concern.

The teacher is a teacher of all students and is expected to establish a learning environment which is inclusive of all students having high expectations for all and Self Directed Learning standards.

The teacher modifies and adapts teaching approaches and resources and establishes a contact with the family. Teachers continuously use the cycle of Assess, Plan, Do, Review to identify students who are not achieving their full potential or are in need of additional support to access the curriculum.

Where concerns are raised about a student, the campus Learning Support Committee discuss the student and may add the student to the Monitoring Register. This mirrors the Assess, Plan, Do, Review process at the SEN Support stage identified in the SEND Code of Practice 2015.

Expectations are for teachers to "set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions " and "be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these " as detailed in the UK Teacher Standards.

Students at the Monitoring phase should have a Passport available via Edukey Provision Map, to outline the student's areas of need and support. This is to inform teacher planning. Consideration needs to be as to whether support can be provided by adapting the campus's core offer or whether something different or additional is needed.

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

4.6.3 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.
-
- 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.

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.

- The class or subject teacher, working with the RSENDSCO/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.
- 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.
- 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 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).

4.6.4 E code

- 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/RSENDSCO 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 Pupil 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.
- Once an EHC plan is issued by the Local Authority, the school must ensure the provision detailed in Section F of the student's EHC plan 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 outcomes (section E) and clearly demonstrate the stepped impact of that provision over the year.
- The Outcomes in Section E of the EHC Plan 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.
- 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 EHC plan. 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 student may qualify for access arrangements in examinations if this is normal way of working.

4.6.5 Transition

- Applies on admission and always when a student moves class or school. Schools must refer to the Health and Safety and Equality of Opportunity Policies and associated accessibility audits. Members of the committees responsible for transferring information regarding education provision (CAs, Campus Principals, teachers and support assistants in addition to health personnel, educational psychologists and all who work with the child) are all bound under the Data Protection Act and General Data Protection Regulations (GDPR 2018) regarding the personal situation and of the child, their family and all concerned. Information regarding interventions and special support, curriculum adjustments, or withdrawal from certain courses and all documentation regarding these arrangements is confidential.

4.7 RECORD KEEPING

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

4.8 GENERAL

- 4.8.1 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/RSENDSCO, flexibly changing teaching approaches. Specialist campus to campus support will also be employed timely and as needed.
- 4.8.2 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.
- 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 increase, accumulation and diversification of the problems and helping, where possible, the student to return to Monitoring Phase support.

- 4.8.3 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.
- 4.8.4 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.
- 4.8.5 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

4.9 STUDENT VOICE

- 4.9.1 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/RSENDSCO and Campus Principal will agree on how to tailor student voice in each case and will validate those decision through the Learning Support Committee.

4.10 PARENT VOICE

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.

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.

5. PROCEDURES

- 5.1 There will be four structures to maintain frequent communication and accountability between the LS CA, Campus Principal, LSCO/RSENDSCO and other campus staff:
- 5.2 Meeting between the LSCO/RSENDSCO and LS CA at least once termly. See appendix 6.
- 5.3 Campus Learning Support Committee meeting at least once termly. See appendix 7.
- 5.4 Weekly Campus Principal Report updates, to review Teaching and Learning Class observations – these would include SEND students.
- 5.5 Weekly meeting with the RSENDSCO, Campus Principal and Learning Support Lead. .

6. WONDER YEARS

- 6.1 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.
- 6.2 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 personalized 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.
- 6.3 If a student has, or may require, an EHC plan 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 EHC plan is required prior to transfer to the Campus. See the OSG UK EHC Plan Policy.

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

7. CAREER CONNECTIONS

- 7.1 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.
- 7.2 In some cases, these students may need a personalized pathway that could include work experience, supported internships and apprenticeships.
- 7.3 Each Career Connections student will have a personalized pathway developed from Year 9 as part of their Preparation for Adulthood.
- 7.4 Most 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.
- 7.5 Some students without EHCPs may also need access to a Career Connections programme
- 7.6 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

8. THREE YEAR ACCESSIBILITY PLAN (8.2-8.4 from Equality Act Advice 2014)

- 8.1 Every campus should have a clear Accessibility Plan¹ which is reviewed every. Year.
- 8.2 The site manager would be centrally involved with the development and implications of this document.
- 8.3 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.
- 8.4 Schools must implement accessibility plans which are aimed at:
 - increasing the extent to which disabled pupils can participate in the curriculum;
 - improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
 - improving the availability of accessible information to disabled pupils.
- 8.5 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

LS CA is: Russell Long

Acting LSCO is: Clare Boyd

Regional SENDCo is: Amanda Kinsella

Campus Learning Support Committee consists of:

Clare Boyd – Acting LSCO

Russell Long – SEND CA

Amanda Kinsella – RSEnDCo

James Harrison – Campus Principal

Rebekah Senior - KS2 Lead

Barry O'Neill – KS4 Lead

National Learning Support Committee consists of the following Staff:

Ross Robertson – UK MD

Tim Browing – REC

Katie Edwards – Director of Student Support

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

9.2 Campus role

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

- 8.7.1 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

¹ Appendix 2 of Equal Opportunities Policy

- will consult their LSCO/RSENDSCO and Senior Leadership team for advice, resources and coaching.
- 8.7.2 A qualified teacher (QTS) is named as the professional responsible for students with additional learning needs. This is usually the Campus Principal.
 - 8.7.3 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)
 - 8.7.4 OSGUK Campuses may employ qualified level 7 services for Access Arrangements and further school to school support in partnership with other schools.
 - 8.7.5 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 provision for students, the discharge of agreed outcomes for students with an EHCP and the agreed needs in the Campus School Improvement Plan (SIP) in relation to SEND

9.3 Campus Principal

9.3.1 The Campus Principal holds ultimate responsibility for the provision and progress of all students under the Head teacher Standards 2020 section 5.

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.

9.3.3 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.

9.4 Learning Support Coordinators

9.4.1 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.

- 9.4.1 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.
- 9.4.2 The Learning Support Coordinator will contribute to the formation of the Campus SIP – School Improvement Plan through the identification of key areas for development.
- 9.4.3 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.

Teacher role

- 9.4.4 Teachers plan lessons consulting the LS team. This ensures full inclusion and all students' full participation in all parts of the lesson wherever possible. 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.

- 9.4.5 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.
- 9.4.6 Teachers must have a clear plan for all learning experiences via the Assignment which could indicate:
- differentiated and personalised learning objectives for the lesson or topic,
 - the role of the LSA to be clearly addressed,
 - the multisensory/personalised activities to be undertaken by any student,
 - individually considered routines for use of the learning environment,
 - or EHCP expected outcomes (or short term targets derived from the outcomes)
 - necessary resources.
- 9.4.7 Teachers must refer to Students' Passports, Intensified Learning Plans (ILP), and EHCP 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.
- 9.4.8 Clear, obtainable and personalised Learning Intentions and success criteria are displayed and shared with all students through Canvas.
- 9.4.9 All students receive well structured, accessible feedback - know and can explain how to improve their learning
- 9.4.10 Teachers have high but realistic expectations of all learners. All students can access an Assignment because it is well differentiated to meet their needs.
- 9.4.11 Rewards and praise guide the inclusive teaching.
- 9.4.12 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.
- 9.4.13 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.
- 9.4.14 High quality, caring and professional relationships should exist between students and teachers. Teachers should continuously develop their professional knowledge and skills to include students with additional learning support needs in class activities and in access the curriculum.
- 9.5 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.

GUIDELINES

- Children Act 1989 <http://www.legislation.gov.uk/ukpga/1989/41/contents>

- Children and Families Act, 2014, <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
[Part 3 of the Children and Families Act 2014](#),
- Additional Learning Needs and Education Tribunal (Wales) Act, <https://gov.wales/additional-learning-needs-and-education-tribunal-wales-act>
- Keeping learners safe, 2002, revised March 22 [Keeping Learners Safe \(gov.wales\)](#)
- Data Protection Act 2018, updated August 2020
<https://www.gov.uk/government/collections/data-protection-act-2018>
- [UK GDPR guidance and resources | ICO](#)
- Equality Act 2010, The [Equality Act 2010](#) (section 20), The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010),
- Mental Capacity Act 2005,
<http://www.legislation.gov.uk/ukpga/2005/9/contents>
- Health and Safety Executive (HSE) guidance, www.hse.gov.uk/guidance
- [The Special Educational Needs and Disability Regulations 2014](#),
- SEND Code of Practice 2015, [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- The Additional Learning Needs Code of Practice 2021 (Wales)
[The Additional Learning Needs Code | GOV.WALES](#)
- Keeping Children Safe in Education 2022, updated June 2023
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- Mental Health Act 1983 Code of Practice
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/435512/MHA_Code_of_Practice.PDF
- Mental Health and Behaviour in Schools, <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Supporting students at school with medical conditions,
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_students_at_school_with_medical_conditions.pdf

ATTACHMENTS

- Appendix 1 OSGUK SEND Information Report published on website
- Appendix 2 OSG Learning Support and Child Protection Handbook
- Appendix 3 LSCo 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 – suggested template for termly K and E parent meetings

VERSION CONTROL

Policy 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 CA 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,

Learning Support

OSG SEND Information Report

09.2024

CONTENTS

1.	How will the Campus staff support a child and how is the decision made about how much support a child will receive?	3
2.	How does the Campus know if children/young people need extra help and what should you do if you think your child may have additional needs?	5
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?	5
4.	What training does the staff supporting children and young people with Learning Support needs have?	6
5.	How are the Campus's resources allocated and matched to children's Learning Support needs?	6
6.	How will the learning and development provision be matched to a child's needs?	7
7.	How accessible is the Campus environment?	7
8.	How will a child be included in activities outside the classroom including Campus trips?	7
9.	What support will there be for a child's overall wellbeing?	8
10.	What specialist services and expertise are available at or accessed by the Campus?	8
11.	How do you communicate with parents and families?	8
12.	How can homes help to support a child's learning?	9
13.	Who to contact for further information?	9
14.	Campus contextual information	10
15.	Appendix	10

OSG UK SEND Information Report

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 Ridgeway Campus (hereafter 'the 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 SENCO 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.

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'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 2024).

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 SENCO. 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), or SENCO. The SENCO is the holder of an accredited National Postgraduate Award for Special Educational Needs Coordination and Provision. Both LSCOs and SENDCOs are also supported by a Regional SENDCO who also holds the NASENDCO qualification or is working towards the new NPQ SEND 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, the OneSchool Global UK National 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 SENCO/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 SENCO and local campus SENCO/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. Teacher's 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:

North Lincolnshire

[SEND Local Offer | Parents and Carers - SEND Local Offer](#)

North East Lincolnshire

[NELC SEND Local Offer | Home](#)

East Riding of Yorkshire

[Home \(eastridinglocaloffer.org.uk\)](#)

Lincolnshire

[SEND Local Offer – Lincolnshire County Council](#)

Derbyshire

[Home - Derbyshire Local Offer](#)

Doncaster

[Local Offer - Special Educational Needs / Disabilities \(SEND\)](#)

Rotherham

[Rotherham SEND Local Offer](#)

Sheffield

[Local Offer: special educational needs and disabilities services](#)

14. Campus Contextual Information

At Ridgeway Campus, we provide for a range of different education needs and disabilities, and our learning support staff are trained in a wide range of interventions.

We have two trained Emotional Literacy Support Assistants on our Campus.

We have facilities for pupils with physical disabilities, including physiotherapy equipment.

Pupils attending Ridgeway come from a number of different Local Authority areas, and we liaise with all of these, as well as with other external services such as Health, in order to provide the very best support for our students.

The Learning Support Team at Ridgeway Campus

Learning Support Coordinator – Mrs Clare Boyd clare.boyd@uk.oneschoolglobal.com

Campus Principal – Mr James Harrison james.harrison@uk.oneschoolglobal.com

Regional SENDCo – Mrs Amanda Kinsella amanda.kinsella@uk.oneschoolglobal.com

Campus Administrator for SEND (Governance role) – Mr Cameron Hughes cameron.hughes@uk.oneschoolglobal.com

In addition, you can contact any of the above via the school office: ridgeway@uk.oneschoolglobal.com and via telephone on 03300 552611

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



OneSchool
Global

Student Support and Child Protection

Global Structure and
Procedures Handbook

v1.2

Contents

Handbook Purpose	3
Student Support Org Structure	4
Student Support Roles & Responsibilities (Campus)	10
Student Support Roles & Responsibilities (Region)	11
Student Support Decision Making Flowchart	12
Student Support Approval Matrix	13
Child Protection Roles & Responsibilities	16
Child Protection Committee Structure	17
Child Protection Reporting Structure	18
CPOMS	20
Child Protection Regional Requirements	21

Handbook Purpose

To ensure:

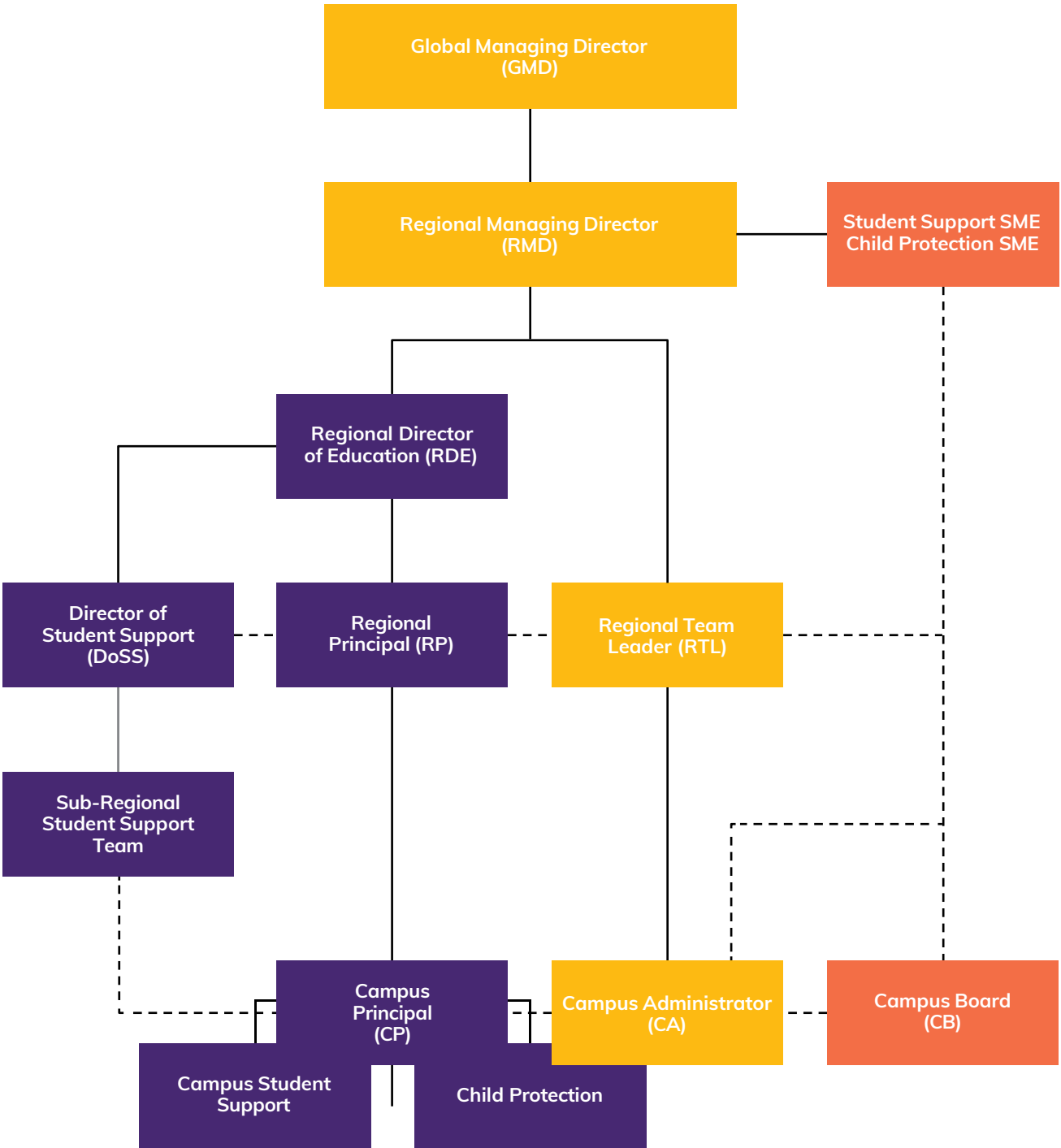
- A consistent global approach to roles, accountability, standards and procedures for Student Support and Child Protection
- Clarity on the significant difference in roles, responsibilities and procedures between Student Support and Child Protection within each Campus.
- Separate and consistent protocols for reporting, case management, recording and governance are maintained for Student Support and Child Protection.

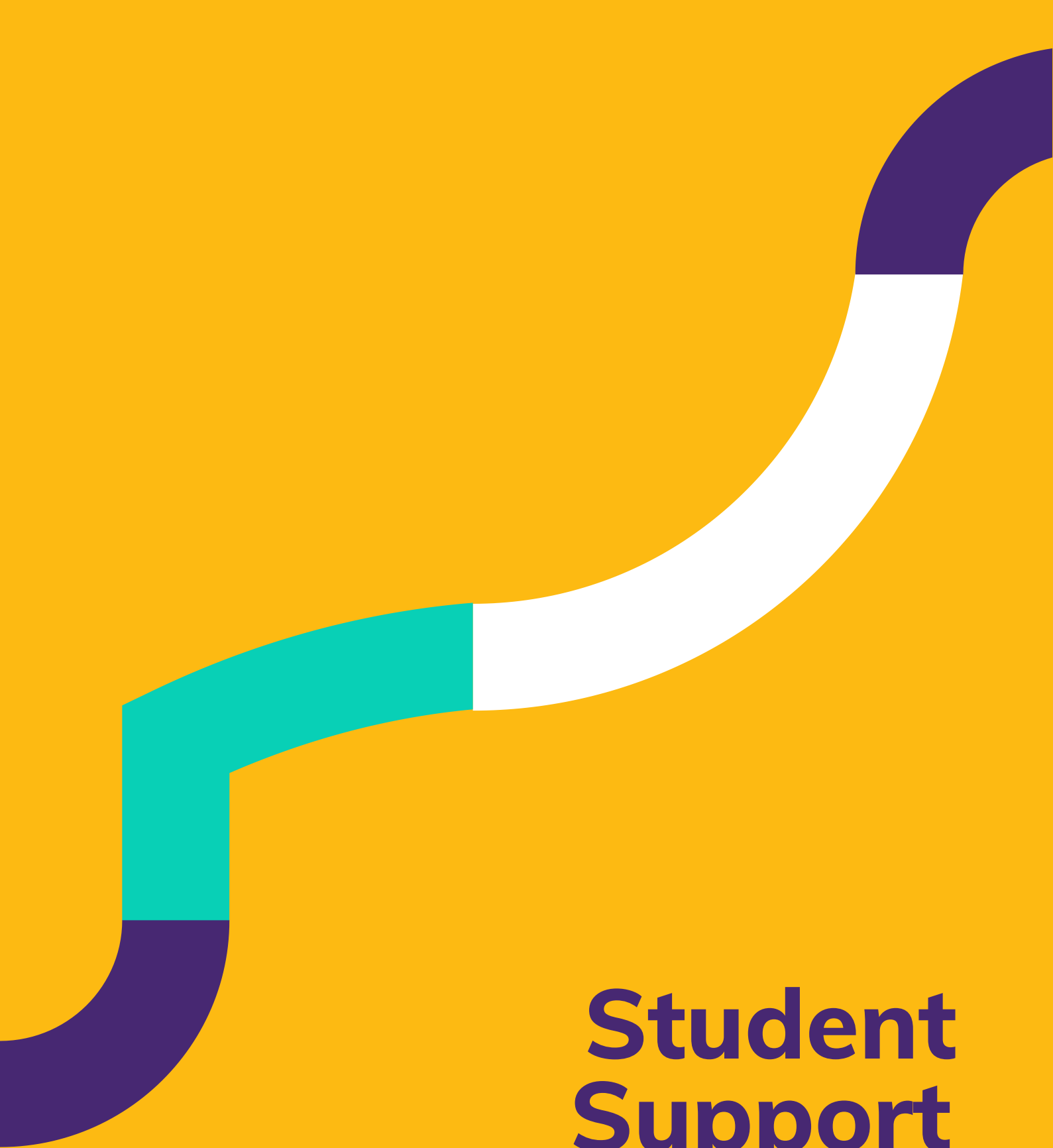
Audience:

This handbook must be read, understood and implemented by:

- Regional Managing Director and Regional Team Leaders
- Regional Director of Education
- Regional Director of Student Support
- Regional and Campus Principals
- Campus Administrators (CAs) and Campus Board
- Regional and Campus Student Support and Child Protection leaders

Regional Organisation Chart





**Student
Support**

Purpose of Student Support

Oversight and accountability for student support at each Campus rests with the Campus Principal.

The Regional Director of Student Support (RDOSS) provides the regional framework, guidance and training for Campus Principals and staff. They also undertake Campus audits to ensure high performance of Student Support, and compliance with funding and regulatory requirements.

In larger regions, sub-regional Student Support Coordinators provide training, guidance and compliance audits for Campus Principals and Campus Student Support Coordinators, however the Campus Principal remains ultimately accountable.

Student Support means:

Communication:

- Parents are the first point of contact when making decisions or changes to the support for a student's additional needs.
- Parents must be regularly updated on their child's progress - academic and social - and reminded how to raise even the smallest concerns or questions about their child's additional needs. Parent voice is a key feature of the OSG approach, and is always fully followed up.
- All educators and support staff working with a student, whether F2F or remote, must understand their needs, strategies to use and who to contact at the Campus for support. The Campus is responsible for this.
- The CAs and RP should be updated on the impact of Student Support strategies at least every 3 months.

Assessment:

- Accurate and timely assessment and identification of students' additional needs, using correct professional methods.
- Identification of additional needs often begins with the class teacher, who must know how to raise concerns.
- Specialist internal or external assessments when required.
- No delay in identifying a students' needs. Including at transition into OSG.

Planning:

- Using evidence from assessments, including specialist assessments, to plan differentiation of curriculum, assignments and personalised support.
- Personalised support for students and parents through subject selection, and transition from school into post-graduate study and work.
- Carefully planning transition into an OSG Campus, between significant phases in school, and for the transition from school into post-graduate study/work.
- Use of Individualised Learning Plans (ILPs)

Implementation:

- High quality differentiated assignments and teaching are the first and most important step in the success of students with additional needs.
- Always aligned with the Learning to Learn Framework.
- Ensuring correct accommodations are made to the Campus physical and digital environment.
- Where justified, deploying additional adults to support students, with a clear rationale and a measurable strategy. Not using additional adults to mask weakness in differentiation by the class teacher.
- Ensuring all staff in school understand how to meet the individual learning, medical and support needs of students, and receive training tailored to the needs of their students.

Impact:

- All interventions and alternative programs use a cycle of 'assess, plan, do, review', are time-limited and set precise goals.
- Impact measured every 6-8 weeks, based on the original goals, and programs altered without delay.
- CP scrutinises impact of curriculum, teaching and interventions for students with additional needs and reports to the RP and CAs at least termly.

Student Support does not mean:

- Making decisions about the needs or provision for a student without involving their parents.
- Setting a 'ceiling' for what a student is capable of achieving.
- Using additional adults or a different curriculum as an alternative to quality differentiation by the class teacher.
- Designing additional or different provision that is not based on the accurate assessment of a students' needs.
- Using unqualified staff as the main teacher for a student with additional needs.
- Removal of students from their peer group in the Learning Centre unless part of an approved, planned and evaluated intervention.
- Organising programs that are not regularly evaluated for impact on student achievement and progress.
- Programs that are not aligned to the Learning to Learn Framework.
- Counseling or therapies that are not aligned with OSG values or ethos.
- Counseling or therapies that extend beyond the scope of educational learning.
- Managing Child Protection or safeguarding cases.

A clear distinction between Student Support and Child Protection:

Student Support staff must raise child protection concerns with the Designated Child Protection lead for the Campus, and record details on CPOMS, but the management of child protection cases is not the remit of Student Support staff. Final responsibility and accountability rests with the Campus Principal. Blurred boundaries between student support and child protection can have serious implications for the rigor of Child protection reporting and case management.

Student Support

Regional requirements

All regions must have in place:

- Campus Student Support Policy that is compliant with statutory legislation in the State/Region, and OSG global guidance, reviewed annually. Understood by every staff member.
- Organisation chart to show the role and responsibility of all involved with student support at a Campus, with the Campus Principal holding ultimate accountability.
- Campus protocol for ensuring parents can openly share concerns about the learning support needs of their children and receive frequent updates/check-ins with a named staff member.
- Student Support approval workflow. Overseen by the Regional Director of Student Support.

Roles & Responsibilities

Campus

Campus Principal (CP)

- Responsible and accountable for student support.
- Accountability driven through CP-RP-RDE-RMD. Everyone needs to understand the requirements and impact of OSG provision.
- Dotted line to DoSS and Regional Student Support Team (for framework, compliance, funding)

Student Support Coordinator (SSC) at the Campus reports into the Campus Principal. If not an SSC, then Student Support staff report to the CP.

Through line management, the CP ensures:

- Students' needs are fully assessed and understood.
- Parents are central to decisions about a student, fully informed, involved and updated.
- The class teacher is the first point of quality differentiation and teaching.
- Teachers are correctly trained to support the needs of their students, regularly observed and feedback given to develop high-performance.
- Professional reports and recommendations are correctly implemented.
- Legal plans are implemented and correctly reviewed.
- Curriculum, goals and provision for students are ambitious and appropriate.
- The academic and personal progress of students is analysed continually, and evaluated by the Campus Principal at least every six to eight weeks. Those delivering teaching and support are held accountable.
- Provision is compliant with regional/state laws and funding policy.
- CAs fully informed as to student progress and cases where additional Community advocacy is required.

Campus Administrator (CA)

- Provides governance to safeguard Community interests, to ensure high quality student support and rigorous review of impact.
- Works with Campus Principal to ensure provision for every student support case is correctly organised.
- Ensures parent and student voice is central to student support decisions.
- CA / CB to escalate to RTL / RMD where required.
- Supports connection between the Campus Principal and parents of students that will be joining within 12 months who will need student support provision.
- The CA should call on the Campus Board as required to work with disengaged families, and where additional community support is required, such as the Career Connections program.

Campus Board (CB)

- Provides oversight and direction when required.
- Provides governance to safeguard Community interests.
- Has ultimate responsibility to ensure OSG's values and ethos are upheld.



Roles & Responsibilities

Region

Regional (RPs) Principals
• Ensure OSG Student Support Policy and expectations operate effectively under leadership from the CP. • Provide KPIs, and feedback to the CP about quality of student support. • Support the Campus Principal if complex cases are escalated for advice.
Director of Student Support (DoSS)
• Provide regional framework, Policy, guidance and review for Campus Principals. • Ensure training for CPs, to cover high expectations and standards in each area of Student Support. • Undertake Campus Audits. • Oversee the approval workflow for Student Support requests: Weekly meeting with Student Support EA to resolve delayed approvals; training of all personnel involved with the approval process. • Ensure funding and 'legal plan' arrangements are understood, managed effectively by Campus Principals and checked. • Collaborate with Director of Teaching and Learning Primary and Secondary to ensure a differentiated assignment is the foundation of all teaching and learning, for all students. • Provide appropriate professional development and induction to Campus Principal, HoD, Student Support team and staff. • Line manage the Regional/State Student Support Coordinators (if role exists in the region).
Sub-Regional Student Support Team
• Become involved in targeted Campus support, directed by the RDE and RPs. • Ensure compliance of each Campus with OSG Student Support Policy, curriculum and quality standards for student support, and provide feedback to the Campus Principal. • Communicate framework, guidance and training to Campus Principals, Campus Student Support Leads and relevant staff. • Provide specialist support to Campus Principals in the management of funding and legal plans for high needs students.
Student support Subject Matter Expert (SME)
• A Community Member, set up in each region to assist the RMD with complex / challenging situations. • Available to provide assistance to CAs, Campus Boards and RTLs. • Connects with Regional Director of Student Support for relevant actions and case updates
Regional Managing Director (RMD)
• Ultimately responsible for making sure the regional structure for Student Support is correctly implemented. Awareness of escalated cases that require additional Community input to improve quality of Campus provision, parental engagement, trust and confidence in OSG and the Campus.

Decision Making Flowchart

For internal and external services such as specialist assessment, specialist teaching, counselling and therapy.



Approval Matrix

Student Support Services

	Support Required	Parents	CP	CA	Campus Directors (2)	RDoSS	RP	RTL	RDE	SME	RMD
Group 1	Internal Specialist Assessment	X	X	X		X					
Group 2	Additional Adult Support (TA)	X	X	X		X	X				
	External Specialist Assessment	X	X	X		X	X				
	External Therapy	X	X	X	X	X	X				
	Educational Psychologist Assessment	X	X	X	X	X	X	X	X		
	Educational Psychologist Program <12 weeks	X	X	X	X	X	X	X	X		
Group 3	Internal/ External Counselling <12 weeks	X	X	X	X	X	X	X	X		
	Counselling or Psychology Program >12 weeks	X	X	X	X	X	X	X	X	X	X

A digital approval platform will be used for all approvals in a region.

Parent requests for counselling and/or professional assessments.

OneSchool Global does not recommend counselling or external professional services to families for household matters, outside of the professional remit of the school.

The RMD and RDE must be advised of any such request, and a decision made by those persons on how best to advise a family.





**Child
Protection**

Child Protection

Roles & Responsibilities

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children to have the best outcomes

The responsibility lies with the Designated Safeguarding Lead and is held accountable by the Campus Principal. The Campus Child Protection committee can be used for support, however ultimate decision making lies with the DSL.

Roles and Responsibilities - Campus

- **Campus Principal:** Ultimately responsible and accountable for Child Protection arrangements and effective use of policy and procedure at the Campus. Chairs the Campus Child Protection Committee.
- **CA:** Sits on the Campus Child Protection Committee. Provides governance, support and challenge to the CP to ensure policy and procedure are applied effectively.
- **Campus Board [CB]:** The CA should call on the Campus Board as required to work with disengaged families, and where additional community support or family care is needed. In this case, there must be approval from the Campus Principal and DSL to share information in line with information sharing laws.
- **Designated Safeguarding Lead:** The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

Roles and Responsibilities - Region

- **Regional Principals:** Ensure OSG Child Protection Policy operates effectively under leadership from the CP. Provide audit reports and feedback to the CP about quality of Child Protection arrangements. Support the Campus Principal if advice is required, however this does not replace the requirement of reporting to relevant authorities.
- **Regional Managing Director (RMD):** Ultimately responsible for making sure the regional structure for Child Protection is correctly implemented. Sits on the Regional Child Protection Committee and has awareness of lessons learned, improve systems and build confidence in the school.
- **Regional Director of Education (RDE):** Professional lead for Child Protection policy and practice across the region. Ensures roles, responsibilities, policy and procedure are always correctly applied at Campuses. Ensures quality assurance and continuous improvement and leads on completion of the regional Child Protection Checklist. Reports CPOMS analysis, compliance, critical incidents and updates to the RMD. Sits on the global Child Protection Committee. Supported by a Regional Director of Safeguarding.



Child Protection Committee Structure

Campus Committee:

Membership CA, CP, Designated Safeguarding Lead	
Ad-Hoc Meeting - Context for complex cases/incidents - Decision on next steps - Involvement of wider family support via Campus Board - To take advice from RP	Monthly Meeting (half termly Safeguarding Committee) - Fixed agenda - Records kept - Active case review - Thematic trends - Lessons learned - Compliance - Actions - Governance reporting

Regional (and State) Committee:

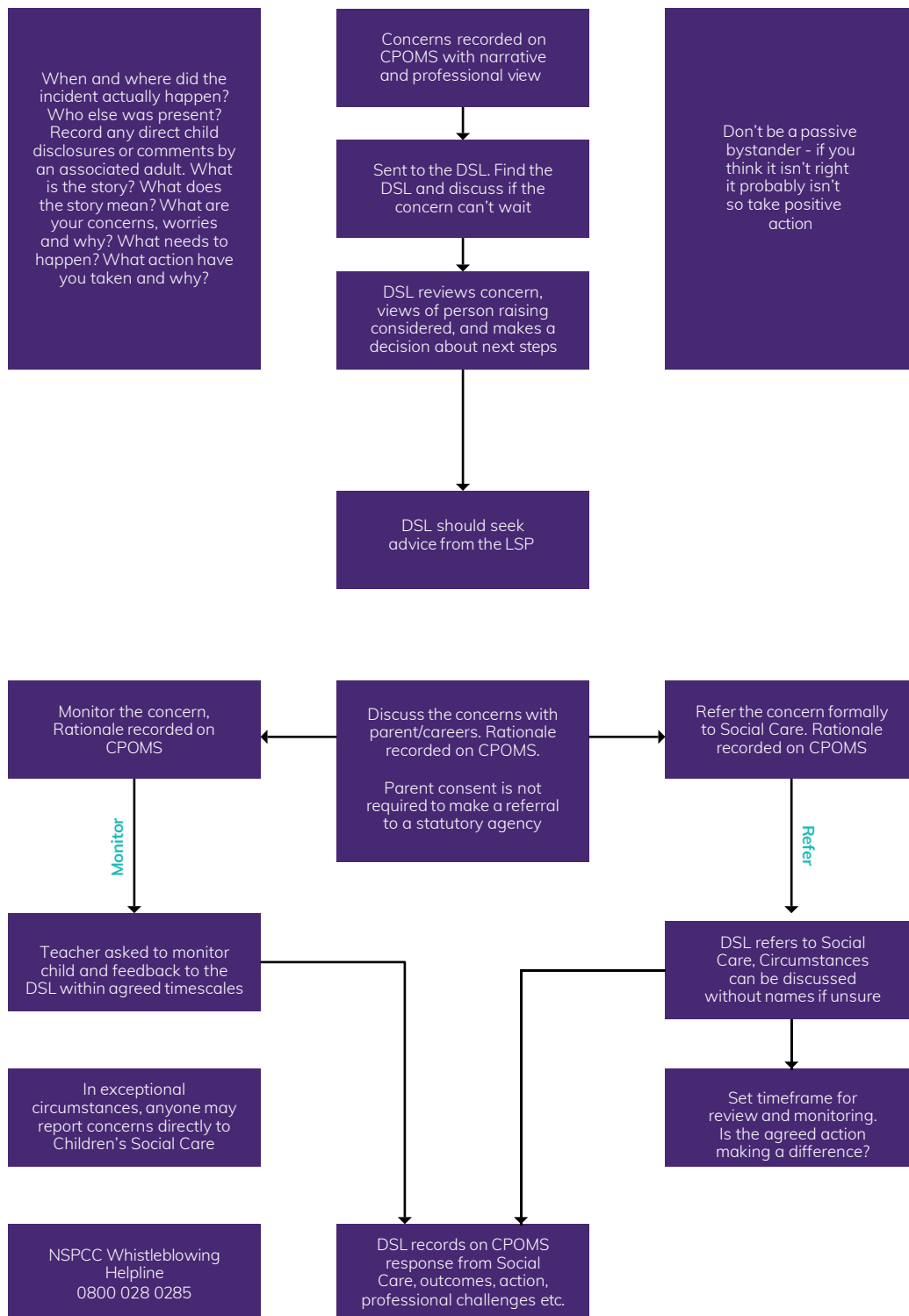
Membership RMD, RDE, RPs, Board Member	
Ad-Hoc Meeting Critical Incidents requiring regional support	Monthly Meeting - Fixed agenda - Records kept - Thematic trends - Lessons learned - Policy / Campus Compliance - Reporting to the Board - Actions for the region and Campuses.

Global Committee:

Membership RDE, GMD, RMD, Global Head of Education, Global Head of HR, Global Head of IT, Global Head of Risk	
Ad-Hoc Meeting Critical incidents requiring global coordination	Monthly Meeting - Fixed agenda - Records kept - Thematic trends - Lessons learned - Compliance - Policy and organisation-wide guidance - Reporting to the Global Board - Global actions to improve process

Reporting Procedure

Please refer to the Safeguarding and Child Protection Policy which the flowchart below has been extracted from.





CPOMS
Access

Child Protection Online Management System

CPOMS

CPOMS is a secure online platform, managing the recording and workflow of confidential child protection records.

Access levels are controlled according to role, protecting the confidentiality of the records and the integrity of the School.

CPOMS Training is provided to all staff as part of induction and ongoing training.

Role	Access Level	Notes
Staff	Enter a report	Reporting and recording of concerns
Campus Principal	View and manage case files and thematic trends	Case management
Designated Safeguarding Lead	View and manage case files	Case management
CA	View case files	Campus Child Protection Committee member. Auditing of process and quality
Regional Safeguarding Lead	View case files for relevant Campuses. View thematic trends.	Quality assurance and case advice
Regional Managing Director*	View Case files and thematic trends	Legal responsibility for Child Protection at the Campus
Regional / State CPOMS Admin and IT	Set up and manage users and user permissions. System maintenance.	No case file access

**To be contextualised to State/Region according to regional legal structure.*

Child Protection Regional Requirements

- Implement all items in the Global Child Protection Checklist.
- Review the Global Child Protection Checklist in the monthly State/Regional Child Protection Committee.
- Ensure CPOMS access permissions for each role are correctly organised in line with the legal structure of the region.



OneSchool Global

Learning to learn

JOB DESCRIPTION & PERSON SPECIFICATION

Job Title: Learning Support Co-ordinator (LSCo)

Job Description

09.23 LS Policy Appendix 3

JOB PURPOSE

- This is an opportunity to undertake operational leadership of learning support on the campus. This includes line management, training and deployment of learning support staff and communication with campus colleagues and parents regarding the needs of students. The post holder will liaise closely with the Campus Principal, Regional Learning Support Coordinator and Learning Support CA.
- As the role will be central to overall school organisation the LSCo will ideally be on the management group of the school. However, if the size of the school or the experience of the LSCo in post precludes that, senior managers may vary this arrangement.

DUTIES

- Understand and support the OSG UK ethos and policy for Learning Support
- The LSCo must know and adhere to – Children Act 1989, Part 3 of the Children and Families Act 2014, SEND Code of Practice July 2015, including all statutory demands set in the Focus LS Policy, OSG UK Campus Offer and LA Local Offer, Learning Support Handbook and Guidelines and OneSchool Learning Support Guidelines.
- Ensure the SEND Handbook is implemented and consistently adhered to across the campus.
- Ensure that effective systems including Risk Assessment are in place to identify and meet the needs of students with SEND (Special Educational Needs and Disabilities).
- Analyse and interpret assessment data to inform Learning Support, expectations and targets including access arrangements. Lead all staff to be equipped and assured to do the same, both through assessment and analysis of outcomes.
- Manage the full Access Arrangements cycle for all students requiring such arrangements.
- Ensure the impact of interventions is monitored and tracked. Evaluate, review and report upon the provision map of interventions at student and campus level.
- Ensure that SMART short, medium and long term objectives and targets are set for students with SEND, in collaboration with all of their teachers.
- Ensure that progress made by students at all SEND Phases is monitored, recorded and analysed by teachers across the campus in line with relevant policies. Collate and analyse such information to inform strategic planning for each student.
- Work with the Campus Principal to line manage the learning support team
- Ensure evidence of SEND students' progress is maintained, analysed and presented half termly to the Campus Principal and SEN governance committee, as well as to the Campus Impact meeting

JOB DESCRIPTION & PERSON SPECIFICATION

with wider stakeholder team. Analysis should always include precise next steps, which are evidence based and time limited.

- Support and communicate effectively with staff to secure their understanding and support for the learning needs of all students
- Lead all staff to fulfil their responsibilities to children with SEND
- Liaise closely with parents to help maintain effective partnerships in helping support students with their learning needs
- Identify and share the most effective inclusive teaching approaches for students with additional learning needs
- Monitor the effectiveness of Learning Support provision and report to the Campus Learning Support Committee, Head Teacher, Local Governing Body and other appropriate stakeholders.
- Provide one-to-one tuition in specific areas of Learning Support for students when necessary, in addition to holding a teaching timetable.
- Establish staff and resource requirements to meet the needs of students' and allocate resources available
- Help to identify and support the professional development needs of staff working to support students with Special Educational Needs and Disabilities. Allocate training as required, as approved by the Campus Principal
- Work closely within the DSL, Examinations Officer, Senior Management Team and Trustees in the school

Strategic direction and development of Learning Support provision in the school

- Contribute to a positive inclusive ethos in which all students have access to a broad, balanced and relevant curriculum
- Support staff in their understanding of the learning needs of students.
- Ensure that the Learning Support policy is considered when planning for School Improvement and in School Self Evaluation and that effective systems are in place to identify and meet the needs of students with additional learning needs
- The EHC plans for students must be implemented and the reviews should be prepared for and held in accordance with the statutory process
- Ensure that objectives and targets are set for students with additional learning needs and monitor the progress made e.g. through an Intensified Learning Plan (ILP)
- Advise the Trustees on the type and level of resources needed to maximise the achievements of students with additional learning need
- Liaise closely with NSO (National Support Office) and the Regional SENCO to maintain effective multi-professional partnership, to support students with additional learning needs
- By agreement with the Campus Principal and Regional SENCO, liaise with outside agencies, either to refer for assessment, or consult

JOB DESCRIPTION & PERSON SPECIFICATION

- Analyse and interpret assessment data to inform next steps, expectations and targets

Teaching and Learning

- Identify and share, through training, coaching and mentoring, the most effective inclusive teaching approaches for students with additional learning needs
- Lead the use of specialist assessment data, where appropriate, to inform teachers' planning and practice across the curriculum.
- Monitor effective use of resources
- Assist with the development of systems for monitoring and recording progress and maintain individual records
- Liaise closely with parents and help to maintain effective partnerships to support students with additional learning needs
- Ensure effective transition between schools and phases according to the OneSchool Global UK Learning Support Handbook and Guidelines to maintain continuity of support e.g. Year. 6 to yr. 7
- Support development of literacy and numeracy strategies and skills across the curriculum
- Provide one-to-one tuition in specific areas of learning according to need.

Leading and Managing Staff

- Help staff to achieve constructive working relationships with students with additional learning needs
- Encourage all staff to fulfil their responsibilities to children with additional learning needs
- Provide staff with the assessment data, including from external agencies and via an EHCP, to enable them to plan effectively for students with additional learning needs within their subject areas
- Advise, contribute to and where necessary co-ordinate professional development opportunities for staff in connection with learning support
- Keep up to date and informed about the latest trends and developments concerning learning needs and share these with the Senior Leadership Team and staff.

Efficient and Effective deployment of staff and resources

- Establish staff and resource requirements to meet the needs of students with additional learning needs and allocate resources available
- Advise on the deployment of support staff involved in working with students with additional learning needs
- Direct and train support staff according to individual learning support needs



JOB DESCRIPTION & PERSON SPECIFICATION

- Organise and co-ordinate the use of learning resources both within school and from other sources, including the learning support personnel

GENERAL DUTIES

- To perform such other duties as may be requested from time to time, commensurate with the role
- Uphold and promulgate the Focus ethos within all areas of responsibility
- Contribute to, share in and promote the wider and longer-term vision of One School Global.
- To promote equality, diversity and inclusion and demonstrate this within the role, adhering to the OSG Equal Opportunity Policy
- Comply with and support the implementation of all School and OneSchool Global UK policies
- To adhere to Health & Safety Policies and ensure all tasks are carried out with due regard to Health and Safety
- To work with due regard to confidentiality and the principles of Data Protection, encouraging others to do the same

PERSONAL DUTIES

- To set an example of positive personal integrity and professionalism, with positive, appropriate and effective communications and relationships at all levels
- Ensure high standards are maintained, progressed and promoted in all areas of work
- To undertake appropriate professional development and positively participate in the appraisal of own performance
- Communicate and co-operate effectively and positively with specialists from outside agencies where applicable
- Attendance at staff meetings as appropriate

SAFEGUARDING

OneSchool Global UK and its affiliated schools are committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks.

The post is subject to an enhanced DBS Disclosure (formerly CRB).

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. This is in line with statutory guidance Keeping Children Safe in Education 2021 and The Education Act, we expect all staff and volunteers to share this commitment

REPORTING TO

- Reporting to the Campus Principal

SUPPORT FOR THE ROLE

OneSchool Global UK provides a range of support services in areas such as ICT, recruitment, HR, policies, resources and compliance. The LSCo would be supported by a Regional SENDCo.

JOB DESCRIPTION & PERSON SPECIFICATION

ISSUED BY

OneSchool Global UK

Issue date: September 2023

Employee Signature: _____ Print Name: _____

Line Manager Signature: _____ Print Name: _____

Date: _____



JOB DESCRIPTION & PERSON SPECIFICATION

JOB TITLE: Learning Support Coordinator

Person Specification

Specification	Essential	Desirable
Experience and Knowledge	• Have considerable experience (at least 3 years) of working to support children's learning • A qualification, or wealth of experience in SEND, specifically SpLD (Specific Learning Difficulties) and • Teaching & Learning Strategies	• Senior or middle leadership experience • Success in directing support in the classroom, teaching a wide range of learning needs and ability • Experience of providing appropriate support for able and talented students
Education and Qualifications	• Have been educated to at least CSE/GCSE/O level - with a minimum grade 4 in English and Maths	• (QTS) Qualified Teacher Status. • An accredited Postgraduate SEND or NASENCo qualification • British Dyslexia Association ATS (Approved SpLD Teacher Status) • PATOSS APC (Assessment Practising Certificate) • JCQ Recognised Specialist Teacher Level 7 qualification for Access Arrangements
Skills and Abilities	• Excellent Communication skills, including the mentoring of teachers • Ability to deliver INSET on Learning Support issues to staff • Experience of communicating effectively with staff, parents and students • Ability to train and direct Learning Support Assistants • Clear understanding and working knowledge of current relevant legislation and what constitutes appropriate Learning Support which meets the needs of all children • Excellent planning, co-ordination, time management and organisational skills including assessing risk elements to students	• Ability to advise teachers on intensified inclusive intervention / support methods
Training	• Willingness to undertake relevant training and identify own development needs • Committed to ongoing CPD and Professional development	



JOB DESCRIPTION & PERSON SPECIFICATION

Attributes and Attitudes	• Willingness to work within a Christian ethos • • Enthusiasm for helping support both staff and all students • • Willingness to be challenged and able to take on the views of others • • Tact, decorum and diplomacy • • Sensitivity to the needs of all individuals • • Approachable and reliable, able to maintain a sense of humour	
Equality, diversity and inclusion	• Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	
Safeguarding	• Knowledge, understanding and commitment to safeguarding and promoting the welfare of students • Ability to form and maintain appropriate relationships and personal boundaries with students	

The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK.

OneSchool Global UK is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

All staff are expected to be committed to the Equal Opportunities Policy.

Policy for Intimate Care

Issue 3.3

September 2024

LS Policy Appendix 4

PURPOSE

The aim of this policy is to provide a framework to ensure safety and dignity of all learners. It serves to also ensure that all staff responsible for the intimate care of children or young people will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children/young people with respect when intimate care is given. No child/young person should be attended to in a way that causes distress, embarrassment or pain.

SCOPE

This policy applies to all Campus Principals, SENDCOs, LSCos, LS CAs, teachers, learning support assistants and any additional support staff who work with students in the Campus or in OSG UK Support office.

It is the expectation that the Campus Principals, SENDCO/LSCo, teachers and LSAs/TAs will demonstrate best practice in exemplifying what is articulated in this Policy.

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

DEFINITIONS

Intimate care is any personal care that most people usually carry out for themselves.

POLICY STATEMENT

The management of all children/young people with intimate care needs will be carefully planned and should be a positive experience for all involved. The child/young person who requires intimate care is treated with respect at all times; the child's welfare and dignity is of paramount importance.

Staff who provide this care are trained to do so (including Safeguarding and Child Protection and Moving and Handling Training) and are fully aware of best practice, including having

read the Department of Education Guidance for Safer Working practice for Adults who work with children and young people in Education Settings and associated OneSchool Global Learning Support Policy documents with appendices. Suitable equipment and facilities can be identified to assist with children/young people who need special arrangements by an assessment from an Occupational Therapist (OT).

It is the campus responsibility to support staff that are carrying out intimate care procedures. Advice can be given by contacting the occupational therapy service involved, parents, IC nurse or the Local Authority Health Sector Service as required. Whenever possible staff who are involved in the intimate care of children/young people will not usually be involved with the delivery of relationship aspects of PSH education to the children/young people in their care as an additional safeguard to both staff and children involved. Planning should highlight particular areas of risk and sensitivity.

Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the Care Plan. The needs and wishes of children/young people and parents will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

Staff should only care intimately for an individual of the same sex. However, in certain circumstances this principle may need to be waived where failure to provide appropriate care would result in negligence, for example female staff supporting boys when there is no male staff member available. In all such instances, the Campus Principal should be informed before arrangements are followed through, and should record their decision to allow mixed-gender support, and reasons. All alternatives will be explored.

Children/young people will be supported to achieve the highest level of autonomy possible given their age and abilities. Staff will ensure each child/young person does as much for him/herself as he/she can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up as appropriate and shared and agreed by the child/young person and their parents/carers.

Each child/young person's right to privacy will be respected. Careful consideration will be given to each situation to determine how many staff need to be present when the child/young person is being cared for. Where possible, one child will be catered for by one adult unless there is a sound reason for having two or more adults present for due diligence and safeguarding. In this case, the reasons should be clearly documented and reassessed regularly.

This policy was developed by consultation between staff, the CA teams, National Learning Support Committee, parents and children/young people (as appropriate) and was ratified. This policy will be reviewed annually.

PROCEDURES

Intimate Care Plan - Guidance

The plan is an individualised protocol to ensure that the process of giving and receiving care is respectful, tailored to the individual needs of a child or young person and promotes safety for those receiving and administering the care. It can be modified to denote medical/physical care as a Care Plan.

It is recommended that where intimate care is required, an individual plan is drawn up and updated regularly. A six-monthly review would be good practice. It is advisable to have a named person who takes the lead and this needs to be identified on the plan.

As far possible, one plan can be usable across different settings such as Campus, short breaks, link care etc. Discretion needs to be used as to whether it is appropriate for home use.

This plan must highlight particular areas of risk and sensitivity. Use the template to describe the child/young person's Intimate Care needs and record the best method agreed together in consultation with child and parents for providing the intimate care.

The child/young person's choices and preferences need to be considered and incorporated into the plan as far as possible.

ASSOCIATED DOCUMENTS

Department of Education Guidance for Safer Working practice for Adults who work with children and young people in Education Settings
[Professional and Personnel Relationships \(cscp.org.uk\)](https://www.cscp.org.uk)
Care Plan

ISSUED BY

OneSchool Global UK

Issue date: September 2024

Review date: September 2025

Version: 3.3

Intimate Care Plan

Child/Young Person:				Campus:	
DOB:		Male/Female		Date:	

Description of Intimate Care Needs
Procedures and detail: <i>If practical, it may be possible to identify one part of the intimate care procedure which gives the child/young person an opportunity to have a little more independence. If so the plan can then assist in the development of this part of the whole task.</i>

Action Plan – Describe the steps needed to ensure this plan can be implemented. For example reasonable adjustments to buildings, equipment, recruitment of staff, training of staff, written guidance.

1.

2.

3.

4.

The following people will be assisting in the above activities:

Named Person:

.....

.....

.....

Additional people who may be involved to cover when the named people are absent:

.....

.....

I am in agreement with the above procedures being undertaken: (Please sign as appropriate)

Person for whom the plan is

Parent/Carer

LSCO/Inclusion officer

Teaching Assistant(s)

Teaching Assistant (s)

Date

Date for review

Intimate Care Plan - Guidance for Use

The plan is an individualised protocol to ensure that the process of giving and receiving care is respectful, tailored to the individual needs of a child or young person and promotes safety for those receiving and administering the care.

It is recommended that where intimate care is required, an individual plan is drawn up and updated regularly. A six-monthly review would be good practice. It is advisable to have a named person who takes the lead and this needs to be identified on the plan.

As far possible, one plan can be usable across different settings such as Campus, trips, link care etc. Discretion needs to be used as to whether it is appropriate for home use.

This plan should highlight particular areas of risk and sensitivity.

The child/young person's choices and preferences need to be considered and incorporated into the plan as far as possible.



SEN Support and the **Graduated Approach**

*A quick guide to ensuring that every child or young person gets
the support they require to meet their needs*



First published in 2014 by nasen

Nasen House
4/5 Amber Business Village
Amber Close
Amington
Tamworth
Staffordshire
B77 4RP
www.nasen.org.uk

ISBN: 978 1 901485 82 0

©nasen 2014

The right of nasen to be identified as the author of this book has been asserted by them in accordance of the Copyright, Designs and Patents Act, 1988.

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system or transmitted by any means including photocopying, electronic, mechanical, recording or otherwise without prior written consent to the publisher.

No liability shall be attached to the author, the copyright holder or the publishers for loss or damage of any nature suffered as a result of reliance on the reproduction of any contents of this publication or any errors or omissions in its contents.

Registered Charity No. 1007023
Registered Company, limited by guarantee,
No. 2674379 (England and Wales)

A catalogue record of this publication is available from the British Library.

SEN Support and the Graduated Approach

A quick guide to ensuring that every child or young person gets the support they require to meet their needs

This guide is for headteachers, SENCOs, class and subject teachers and support staff.

The definition of special educational needs

In the Special Educational Needs and Disability (SEND) Code of Practice (2014) the definition of SEN remains the same: 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'



This guide aims to:

- + introduce school staff to the graduated approach to SEN support, with the child and family at its heart
- + emphasise the role of class/subject teachers as teachers of all pupils, including those with special educational needs and/or disabilities
- + look in detail at each aspect of the Assess-Plan-Do-Review cycle
- + explore ways of involving parents and carers throughout the support process.



The graduated approach – a spiral of support

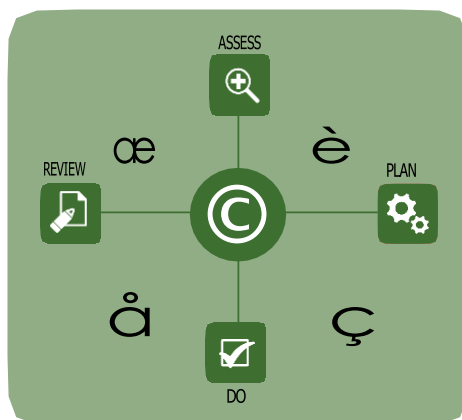
In the new SEND Code of Practice the categories of School Action and School Action plus have been replaced by a single category called SEN Support. Where a pupil is identified as having SEN, to enable the pupil to participate, learn and make progress schools should take action to:

- remove barriers to learning
- put effective special educational provision in place.

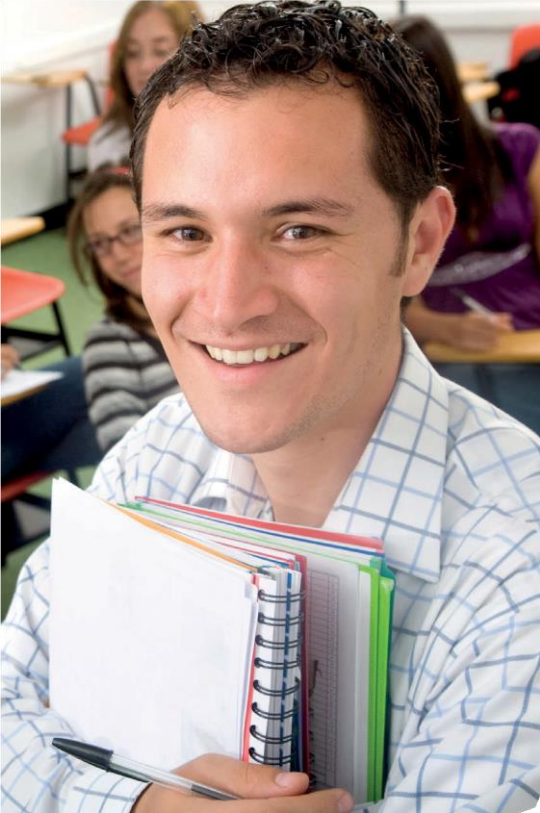
SEN support should arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review.

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:



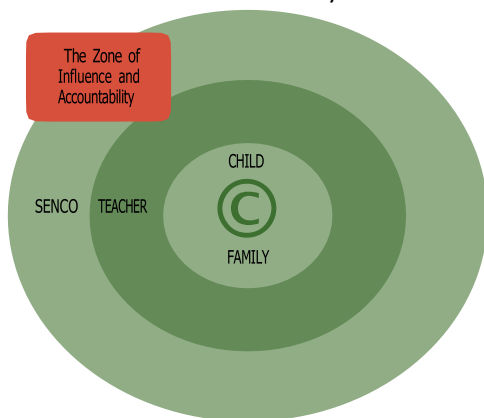
- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning.
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that



directly responsible and accountable for all pupils in their class(es), even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom.

The responsibility and accountability for the progress and development of pupils with SEN lies with the class or subject teacher, not with the SENCO or the learning support department.

This is not a new concept. It is firmly embedded in the Teachers' Standards (2012) and the new Ofsted framework. This diagram illustrates clearly where influence and accountability lie.



enable the pupil to make good progress and achieve good outcomes.

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

Prerequisites for success

The role of class/subject teachers

The SEND Code of Practice makes it clear that class and/or subject teachers are

Notice that:

- the child and the family are at the heart of the process
- the teacher sits around the child and the family and is the professional who is accountable and responsible for the child's progress
- the SENCO provides professional guidance to colleagues and works closely with parents/carers and with other agencies.

High expectations and aspirations

The graduated approach will only secure good outcomes for vulnerable pupils if:

- all those who teach and support pupils with SEN have the highest aspirations for them
- those who lead and manage provision demonstrate an ambitious vision and plan of action to enable this to happen.

An identification of SEN should not result in excuses for lack of expected progress or a lowering of expectations.



Assess

In the 'assess' stage of the graduated approach teachers gain a growing understanding of a pupil's needs. A clear understanding of a child's needs is a critical precondition to:

- planning effective teaching
- determining appropriate provision
- informing adjustments to teaching that will lead to good progress and improved outcomes for pupils.

However, too often for pupils who are identified as having SEN, the temptation is to move straight to the planning stage – writing targets and identifying provision – without spending sufficient time identifying precisely where pupils' gaps in and barriers to learning currently lie.

A whole-school approach

Assessment of need starts with a whole-school approach that can identify quickly

where a child is not making expected progress. Many schools use regular pupil progress meetings to identify this issue. For pupils identified as underachieving, further assessment may indicate the cause of their difficulties and suggest what might need to be done to enable them to get back on track.

When a pupil may have SEN and is not making expected progress despite high-quality, suitably differentiated teaching, the SEND Code of Practice suggests a range of sources of information that teachers can draw on:

- Teacher assessment and knowledge of the pupil.
- Data on the pupil's progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services.

Sometimes it will be necessary to use more fine-tuned assessment to explore further the precise gaps in the pupil's learning and development and/or to clarify what the barriers to learning might be. There are several individualised assessment 'tools' and approaches the school can use to support this closer identification of need, such as:

- Standardised tests.
- Profiling tools, for example for behaviour and speech, language and communication needs.
- Criterion-referenced assessments and checklists.



- Observation schedules and prompt sheets.
- Questionnaires for parents.
- Questionnaires for pupils.
- Screening assessments, for example for dyslexia.
- Specialist assessments, for example from a speech and language therapist or an educational psychologist.

Individual, detailed assessments should be formative, resulting in greater clarity about a pupil's strengths and needs and

better targeted approaches to teaching and learning.

It is important to remember that it is teachers (not just the SENCO) who need to know and understand the outcomes of these assessments and to use them to inform adjustments to their day-to-day teaching or to targeted interventions. This is unlikely to happen if such assessment is predominantly identified as needed but is carried out by specialist SEN staff, with the results sitting in a file for reference only.



Schools who feel that this is an area for development may wish to consider auditing individual assessments using nasen's whole-school 'Continuum of Assessment' tool, which is available in the members' area of the nasen website (www.nasen.org.uk).

Identifying SEN – SENCO and teachers working together

The SEND Code of Practice states that in identifying a pupil as needing SEN support, the class or subject teacher, working with the SENCO, should carry out a clear assessment of the pupil's needs.

A key responsibility for the SENCO is establishing a structured and agreed approach to the identification of SEN. It is good practice to:

- use a record of key concerns, where teachers who have identified a pupil as not making adequate progress, despite high-quality teaching targeted at their areas of weakness, can record their concerns, observations and any individualised assessments that may have been made
- make this information available to the professionals involved in the assessment
- seek and provide further clarification where there is not enough detailed information.

Evidence is key to identifying needs and ensuring that the appropriate provision is provided. Without a structured approach to identifying special educational needs, vital evidence is likely to be lost or incomplete and can lead to delays – a frequent complaint of pupils and parents.

Case study – Assessing need

Watch this video from Frederick Bird School in Coventry: www.youtube.com/watch?v=7UpuTqp-oks&index=1&list=PLo71rs7uZTvV6ypZAM9VrMMMX8D3BVF_x/

Notice how the SENCO:

- holds regular SENCO surgeries where staff can register concerns about children in their classes
- works with an educational psychologist and a clinical psychologist to consider the evidence, to get a shared understanding of the child's difficulties and to decide on the next steps.

Reflection and readiness – Assess

Use these questions to assess your school's readiness for this aspect of the graduated approach:

- How are we ensuring that we are identifying pupils' needs as early as possible?
- Can we improve our liaison with pre-school/ feeder schools to prepare for pupils with SEN as soon as they arrive?
- Do we have systems, tools and expertise to support identification and assessment?
- Do class/subject teachers make effective use of these tools to identify pupils' gaps in and barriers to learning, adapting their core teaching in the light of these findings?
- Do we call on the support of a range of external specialists as and when we need it?
- Are there any areas where our staff need training to support identification?

An 'initial concerns checklist' is a tool that can:

- help class and subject teachers to collate summative assessment data, observations and any initial 'individualised' testing they have on a pupil in their class about whom they may have concerns
- help SENCOs to engage and communicate with teachers in the early stages of gathering information when initial concerns are being raised
- be used as the basis for considering adaptations to day-to-day teaching, further assessments and observations, and decisions about putting a pupil on the SEN register/record.

An example of an initial concerns checklist is available to nasen members on the nasen website.



Plan

In the 'plan' stage of the graduated approach teachers gain a growing understanding of what teaching approaches work. This part of the graduated approach cycle will be most effective when teachers, working with the SENCO, have completed a thorough assessment of a pupil's needs during the 'assess' phase described earlier.

For pupils requiring SEN support, there are two areas that need to be considered when planning provision:

- High-quality class and/or subject teaching
- Targeted provision.

First step – inclusive quality-first class and/or subject teaching

Once the need for SEN support has been identified, the first step in responding to a pupil's identified needs is to ensure that high-quality teaching, differentiated for individual pupils, is in place. The SEND Code of Practice is clear that this is the *first step* in responding to pupils who have, or may have, an SEN: 'Additional intervention and support cannot compensate for a lack of good quality teaching.'

Teachers should consider, with the support of the SENCO:

- what they know from the individualised assessments they have undertaken, about the pupil's strengths, areas of need, barriers to and gaps in learning
- the views of the pupil and their parents/carers
- what changes or adaptations to day-to-day class/subject teaching this new information indicates that they need to make.

The SENCO's role

The SENCO's role here (or that of an appropriate specialist member of teaching staff directed by the SENCO) is to support the class/subject teacher(s) in determining the kind of adjustments to

the teaching that would be most effective. Every pupil is an individual and it is, therefore, the pedagogical discussion and reflection that is most important in tailoring provision to meet pupils' needs, along with a willingness to seek further advice if needed.

Schools should:

- review the quality of class and subject teaching, regularly and carefully, for all pupils
- where necessary, take steps to improve teachers' understanding of strategies to identify and support pupils with SEN.

Making all staff aware of a pupil's needs

The SEND Code of Practice states that: 'All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required.'

This can be a particular challenge in secondary schools where there can be many teaching and support staff who need to be informed. Some schools have adopted a 'pupil profile' approach to enable information to be disseminated as efficiently as possible and to ensure that pupils' individual needs and views are kept at the heart of class and subject teaching. There are examples of pupil passports on the nasen website at www.nasen.org.uk/

Involving pupils and parents/carers

Compiling a pupil passport provides:

- an opportunity for engaging the pupil and their parents/carers in a discussion about learning and results in a single, agreed document
- a way to inform parents/carers about provision using the pupil passport as a discussion template.

Targeted provision

Targeted provision is provision that is additional to or different from that made for the majority of pupils in school. Once again, the analysis done at the 'assess' stage of the graduated approach will help to pinpoint the kind of provision that is likely to be most effective in meeting the pupil's needs. Schools would also be wise to draw on the latest research about the likely impact of particular interventions.

An excellent summary is available from the Education Endowment Foundation at <http://educationendowmentfoundation.org.uk/toolkit/>

One of the key themes from the SEND Code of Practice is the need to ensure that where additional/different targeted provision is planned for, there are clear and expected outcomes linked directly to the provision. Very often, targeted provision is planned to take place outside the classroom, away from the

class/subject teacher. If this happens, then schools need to:

- have a very clear reason for it
- be very clear about the purpose of the targeted provision
- discuss, agree and plan the expected outcomes for the pupil by the end of the intervention, for example after a term or half term.

Pupil passports

A pupil passport is brief and usually includes:

- information about the pupil and a photograph
- a description of the pupil in the pupil's own words (I would like you to know that...)
- more information in the pupil's own words to inform teachers and others who work with them (This means that...)
- key areas that are difficult for the pupil, agreed after discussion (I find it difficult to...)
- practical strategies and tips to support the identified areas of needs (It would help me if you could...)
- agreed strategies and practical solutions for the pupil (I will help myself by...)
- any additional support the pupil receives, for example teaching assistant support, speech and language therapy
- access arrangements such as extra time, a reader/scribe
- a summary of key information for ease of reference.

It is important to reiterate here that class and/or subject teachers remain directly responsible and accountable for all pupils in their class(es), whether pupils are receiving targeted support within or outside the classroom.

Pupils with EHC plans

The process of planning graduated provision for a pupil with an education, health and care (EHC) plan is firmly rooted in the graduated approach, the difference being that the needs of these pupils are likely to be more complex and the approach to meeting these needs will be even more personalised and individualised. Crucially, provision will be organised around the planned outcomes written in the pupil's EHC plan.

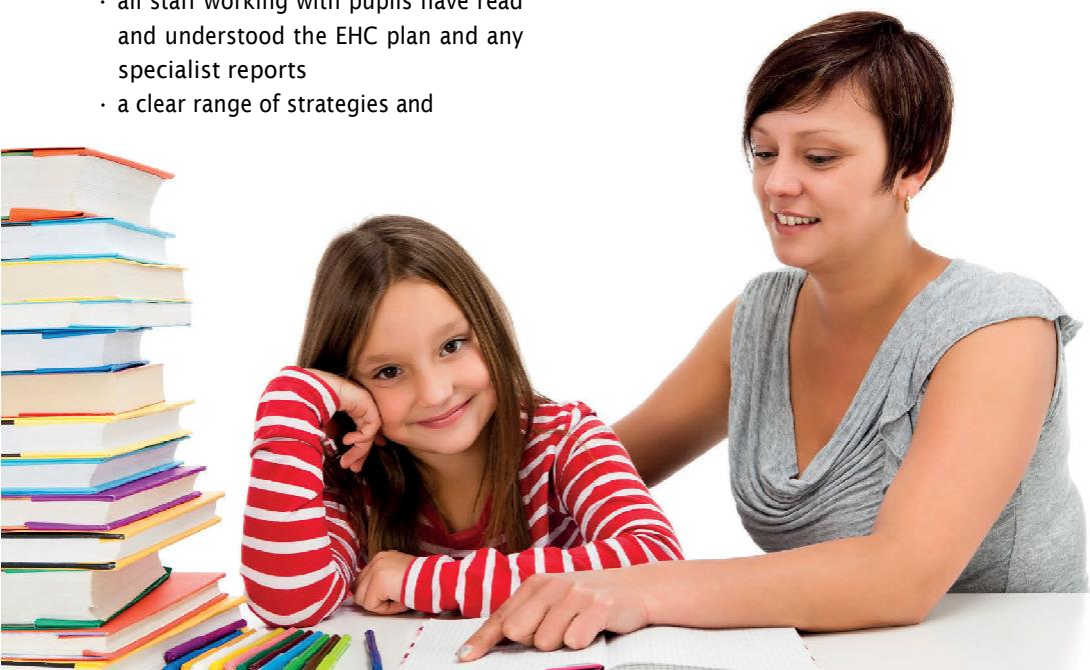
When planning provision for pupils with EHC plans, schools need to ensure that:

- all staff working with pupils have read and understood the EHC plan and any specialist reports
- a clear range of strategies and

approaches to support differentiated day-to-day teaching is agreed by all those involved, based on specialist advice

- targeted provision that addresses the pupil's needs is planned, with agreed outcomes and review points
- any additional training for teachers and support staff is arranged
- teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed
- the SENCO monitors progress at least once a term with all relevant staff, parents/carers and pupils.

Where a local authority indicates hours of additional (teaching assistant/specialist teacher) support on the EHC plan, schools should focus first on the agreed outcomes being sought and then on how the 'allocated hours' can be used to meet the agreed outcomes.



Reflection and readiness – Plan

Use these questions to assess your school's readiness for this aspect of the graduated approach:

- How are we ensuring that teachers and other key members of staff have the information they need about the SEN of the pupils they teach?
- Do teachers understand what is written in specialist reports and what that means in terms of high-quality teaching?
- Do teachers plan effectively to meet the needs of the pupils with SEN in their class?
- Are teachers at the heart of the process of planning targeted support for pupils with SEN?
- Is the SENCO supporting the development of staff skills, confidence and expertise in this area?
- Does the school draw on the latest research on the effectiveness of strategies and interventions for pupils with SEN?
- How do we ensure that provision and support link directly to pupils' areas of need and EHC plan targets?
- Do parents/carers understand and agree the targeted provision for their child and the expected outcomes?
- Do those delivering targeted interventions understand the purpose and expected outcomes and have time to prepare the sessions?
- Is there a system by which staff delivering targeted provision feed back to class/subject teachers?
- Have teachers planned how they will monitor regularly the progress that pupils for whom they are responsible and accountable are making within targeted provision?

Case study – Personalising provision and raising attainment

Watch this video clip: www.youtube.com/watch?v=la4w9udD5a8&index=3&list=PLo71rs7uZTvU1ruuo7FWmcFnyAflMMFDG/

- Notice how the history teacher differentiates the lesson to ensure that Cameron, who has literacy difficulties, is able to participate fully in the lesson.
- What targeted support has been put in place to support Cameron?
- What has been the impact for Cameron and his family?



Do

In the 'do' stage of the graduated approach teachers gain a growing understanding of effective support. The SEND Code of Practice (2014) emphasises that the teacher has day-to-day responsibility for the learning and progress of all pupils. It also sets out the role of the SENCO (see the table on page 12).

It is important that teachers work closely with teaching assistants or other specialist staff to plan and assess the impact of targeted interventions. This planning and review time should be planned for explicitly and take place regularly. Some schools use strategies such as:

- joint planning, preparation and assessment
- support staff paid to join planning and departmental meetings

Role of the teacher

'The class or subject teacher should remain responsible for working with the child on a daily basis.'

'Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.'

Role of the SENCO

'The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.'

- quick and concise communication tools to convey the outcomes of targeted provision
- work done during targeted provision being recorded in pupils' class/subject books so teachers can see what work has been done and to what standard and can pick up any emerging issues as soon as possible.

Outstanding teachers continually reflect on where pupils are in their learning, where they are going and how best to enable them to get there. For pupils with SEN the reflective process can be especially important because they can be the most challenging children to teach. Ensuring that there is a high level of pedagogical discussion around how pupils' day-to-day learning is developing is crucial to moving the skills of teachers and support staff on in a process of continual refinement and response to what is happening in the classroom. Having a forum in which professionals working with a child can reflect together on what is going well is vital, and can be both supportive and developmental.

Case study – Working with teaching assistants

Watch this video clip: www.youtube.com/watch?v=1XcPVf1UPGU&list=UUOjOP_iHXg1RKfmPVRikHpQ/

Notice how:

- the teacher takes responsibility for Hassan's learning and progress
- the teaching assistant describes her role
- the teacher and the teaching assistant plan together
- Hassan is included in the science lesson
- there is an impact on Hassan's learning and progress.

Sharing the learning journey with pupils

The SEND Code of Practice challenges schools to ensure that pupils are provided with the information and support necessary to enable them to participate as fully as possible in decisions that affect them. The challenge to teachers is to consider how, in day-to-day classroom practice, pupils can be supported to gain a better

awareness of how they learn best so that, over time, they are able to participate fully in decisions about their lives, particularly in reviews of their progress, assessments of their support needs and in decisions about their transition to adult life.



Review

In the 'review' stage of the graduated approach teachers gain a growing understanding of what approaches secure better outcomes.

Teachers continually review pupils' progress, formally and informally, and this should be no different for pupils with SEN.

Reflection and readiness – Do

Use these questions to assess your school's readiness for this aspect of the graduated approach:

- Are teachers confident and appropriately skilled to be able to meet the needs of pupils with SEN in their classes?
- Is the SENCO supporting the development of staff skills, confidence and expertise?
- Do teachers monitor the progress of pupils, within targeted provision for whom they are accountable?
- How can we ensure that the skills being taught and practised within targeted provision are improving the outcomes in class?
- Are additional adults being used effectively?
- Are pupils' developing independence, a growing awareness of how they learn and the confidence to participate in decisions that affect them?



It is not necessary for teachers to wait for formal review meetings before reviewing and, if appropriate, making changes to teaching approaches and other provision.

However, the SEND Code of Practice states that progress towards meeting planned outcomes should be tracked and reviewed at least once a term and the outcomes of the review should feed directly into the next planning phase of the graduated approach.

Whole-school monitoring and review processes

To make the best use of time, schools should consider how they can utilise whole-school approaches whenever possible, for example regular pupil progress meetings, to review the progress of pupils with SEN. For teachers to be ready to discuss the progress of pupils with SEN at this meeting, they should consider the following:



- Have the pupils met the expected end of term/year National Curriculum/ P-level targets – are they achieving this target independently and consistently? Evidence of progress and attainment can be taken from a variety of sources, such as observation, assessed work, scrutinising of work, use of Assessing Pupil Progress (APP), and tests, where appropriate.
- Are they on track to meet their end of year/key stage targets?
- Is there any improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEN and all pupils?

For more guidance on tracking pupil progress see nasen's quick guide *Tracking Progress and Monitoring Provision*.

Review meetings

In some schools, the progress of pupils on the SEN register/record may involve either a timetabled termly meeting between teachers, the SENCO, support staff, parents/carers and, perhaps, the pupil in attendance, or a process where the views of all those involved in teaching and supporting a pupil are sought and then reviewed in a meeting between the teacher(s)/tutor and the SENCO.

However it is managed, in a school the review process needs to be planned for as it is a crucial part of the graduated approach, providing a formal opportunity to evaluate the success of day-to-day teaching and targeted provision on pupils' progress and development. Once again, teachers need to drive this process, with

Case study – Working with families

You will find useful case studies on pupil voice and involving parents/carers on the nasen YouTube site:

- Listening to children and young people – www.youtube.com/user/Nasenonline/playlists?sort=dd&view=50&shelf_id=19/
- Working with and listening to families – www.youtube.com/user/Nasenonline/playlists?view=50&sort=dd&flow=grid&shelf_id=29/

the support of the SENCO. The meeting should consider the following:

- Has the child achieved the agreed targets?
- What is the evidence from day-to-day intervention tracking?
- Are the skills acquired through targeted support transferred back into class work?
- How have the pupil and parents responded to targeted provision?
- What are the views of support staff, parents and the pupil?
- How will the outcomes of this review feed back into the analysis of pupils' needs?
- What changes to support, provision and targets are needed?

Finding time to conduct a comprehensive, termly review will always pay dividends by providing an increasingly sharper focus on the nature of pupils' needs, leading to increasingly well-targeted support and improved outcomes.

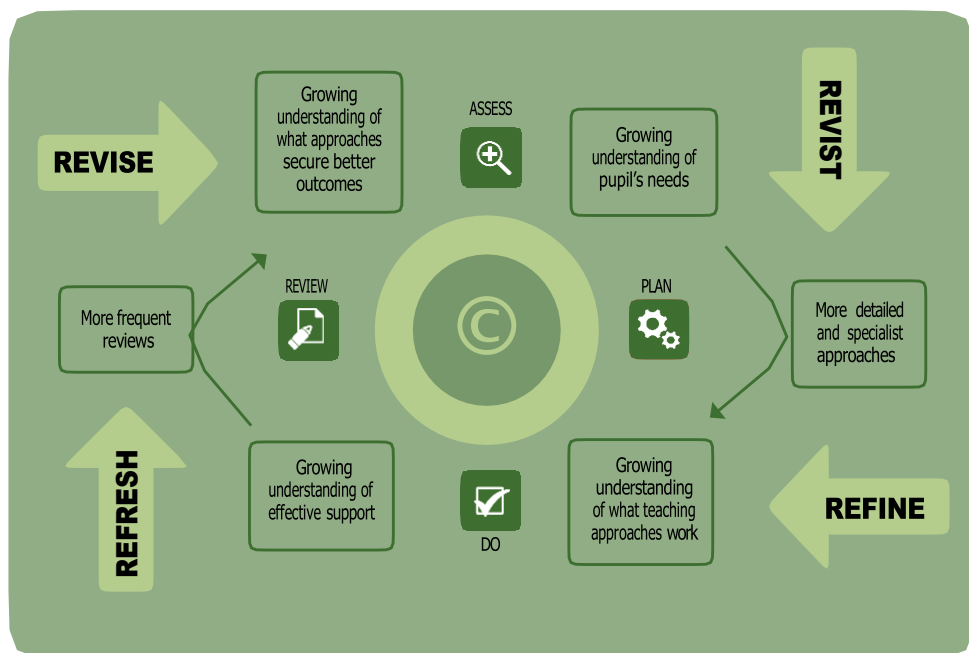
Involving parents and carers

The SEND Code of Practice puts an increased emphasis on the contribution of parents/carers and pupils to the graduated approach. The SENCO will need to ensure that systems are in place in school for a 'real' student voice to be heard and for the development of self-advocacy to be part of a truly person-centred approach.

Reflection and readiness – Review

Use these questions to assess your school's readiness for this aspect of the graduated approach:

- Are teachers driving the process of reviewing the effectiveness of provision for pupils with SEN for whom they are responsible and accountable?
- Are teachers well prepared to discuss the term's outcomes (qualitative and quantitative) of pupils with SEN?
- Are we utilising whole-school tracking and review processes to support evaluation of the achievement of pupils with SEN?
- Are all key people meaningfully involved in the review process (parents/carers, pupil/support staff/specialists/peer advocates)?
- Are appropriate formats in place to collate the outcomes of review and future adjustments to provision?
- How can we provide opportunities for consulting parents/carers at least once a term?
- Are we supporting parents in understanding the difference they can make in supporting their child's learning at home and in how they can do this confidently?



There must also be a way to engage and involve parents and carers at the centre of planning and reviewing of provision.

The spiral of support

Class and subject teachers need to be at the heart of the graduated approach, driving the movement around the four stages of action with the support, guidance and leadership of the SENCO and, where appropriate, other specialist staff.

The graduated approach avoids pupils being labelled as 'School Action', 'School Action plus' or 'statemented'. Instead, provision for pupils with special educational needs is tailored to meet pupils' needs as it is continually revisited, refined, refreshed and revised.

Want to know more?

You can listen to key nasen staff talking about SEN support and the graduated approach on the nasen YouTube channel (www.youtube.com/nasenonline):

- Jane Friswell, nasen Chief Executive – Additional Support for SEN: Every teacher, every child – www.youtube.com/watch?v=2QCoLO9tJ9U&list=PLo71rs7uZTvUembs8nGHxoIZYRIW-uYgp&index=3/
- Kate Browning, Acting Education Development Officer, nasen – SEN support and the graduated approach – www.youtube.com/watch?v=6CBGR1IGOS8&list=UUOjOP_iHXg1RKfmPVRikHpQ/

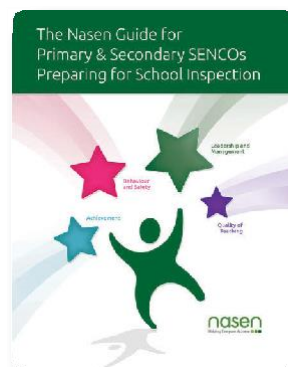
This guide is based on material originally written by Kate Browning, Acting Education Development Officer with nasen.

The Nasen Guide for Primary & Secondary SENCOs Preparing for School Inspection

Updated in 2014, this nasen guide to school inspection is a practical, straightforward guide that breaks down school improvement into easily digestible parts.

- Four sections, each representing a different element of the SENCO role
- Clear and succinct explanations of each section – suggested evidence, nasen tips, Ofsted focus
- A comprehensive list of resources
- Clear examples of best practice

www.nasen.org.uk/schoolinspection



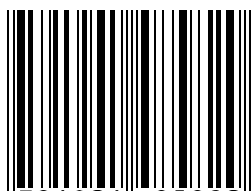
**ORDER NOW
SPECIAL OFFER
GET NASEN
MEMBERSHIP
FREE**

About nasen

Nasen is the leading UK professional association embracing all special and additional educational needs and disabilities. The organisation promotes the education, training, development and support of all those working within the special and additional educational needs and disabilities sector. Membership of nasen is an invaluable source of advice, offering an exclusive and vital range of benefits to support teachers, governors, teaching assistants and the entire education support network in the delivery of high-quality inclusive practice.

Visit www.nasen.org.uk for more information about what nasen can do for you.

ISBN 978-1-901485-82-0



9 781901 485820 >

LSCO/RSENDSCO meeting with Learning Support CA (early half of each term)		
(Insert day and date of meeting)	(Insert time of meeting)	(Insert location - including Zoom number)
Attendees	Campus Professional(s)	CA members
	•	•

Agenda Items		Notes and actions
1.	Update actions from Learning Support Committee meeting	<i>Recap the actions from the LS committee meeting and note progress and next steps.</i>
2.	Students at Monitoring stage	<i>This is those students with learning support needs that are being met with Quality First teaching.</i> <i>How many students are there per year group? Have there been any changes?</i> <u><i>How does the Assess, Plan, Do, Review process to demonstrate impact of Quality First Teaching</i></u> <i>What is working well and what are the next steps? Can the LS CA see teaching in action in a learning walk?</i> <i>Is there a clear link to improving students' skills for self-directed learning?</i>
3.	Students with a K code	<i>This is those students who have tailored interventions which are planned, time limited and reviewed.</i> <i>How many students are there per year group? Have there been any changes?</i> <i>What areas of need are there? Can you show the pie chart of these?</i> <i>What interventions are there? How are they being reviewed and what has been the impact?</i> <i>Removal from lessons should be a last resort. How is inclusion maximised?</i> <i>What review is being undertaken to assure the quality of interventions for these students? What is working well and what are the next steps? Can the LS CA speak with any students or staff about the interventions?</i> <i>Is there a clear link to improving students' skills for self-directed learning?</i>
4.	Students with an E code	<i>This is those students who have an EHCP plan or those undergoing more detailed assessment of needs.</i> <i>How many students are there per year group? Have there been any changes?</i> <i>What areas of need are there?</i>

		<i>How are outcomes in EHCPs translated into short term targets for the students? Examples of this should be seen as case studies. Is the LSCO/RSENDSCO happy with this procedure?</i> <i>Removal from lessons should be a last resort. How is inclusion maximised?</i> <i>What review has been undertaken to assure the quality of interventions for these students? What is working well and what are the next steps?</i> <i>Is there a clear link to improving students' skills for self-directed learning? How is differentiated study and assignment enabled?</i>
5.	Wonder Years	<i>Any students coming up from Y1/2 that we should be aware of?</i> <i>What are the implications of this for the 3 year Accessibility Plan?</i>
6.	Career Connections	<i>Who are the students and what plans are in place for them?</i> <i>What Tier are they at and what is provision?</i>
7.	Data on the progress and attainment of students with SEND	<i>Summary of progress and attainment measures for SEND vs non-SEND students in each year group. Make use of 4Matrix to report for each year group.</i> <i>For example:</i> <i>KS2 – number predicted to meet National minimum standards. – EXS and GD Progress (VA)</i> <i>KS3 – Predicted grades (ave attainment 8, progress 8, % on/above target, 5+ including Eng and Maths, EBACC)</i> <i>KS4 – Predicted grades(ave attainment 8, progress 8, % on/above target, 5+ including Eng and Maths,EBACC)</i> <i>Post-16 predicted grades (% A*-C, VA, % on or above target)</i> <i>Alternative curriculum courses can be included.</i> <i>Citations</i> <i>Alternative curriculum courses can be included.</i>
8.	Alternative pathways	<i>Are there any students on alternative pathways? How is their progress being measured?</i>
9.	Lexia	<i>Anecdotal - Discussion about use of Lexia in campus. What does useage look like? How can this be improved? How will impact be measured? (Useage report to be shared in next meeting)</i>
10	R eview of provision	<i>Feedback on the use of the audit tools:</i> <i>TA provision</i> <i>SEN</i> <i>More Able</i>

		What are the campus strengths and what are the areas for development?
11	Parent Communication	Feedback on the holding of a Learning Support zoom with parents for the term or other arrangements.
12	Data on the progress and attainment of More Able students	Summary of progress and attainment measures for More Able students in each year group. <i>For example:</i> KS2 – number predicted to meet National minimum standards at 110+. Progress (VA) KS3 – predicted grades (ave attainment 8, progress 8, % on/above target, Eng/Maths at 7+, EBACC) KS4 – predicted grades (ave attainment 8, progress 8, % on/above target, Eng/Maths at 7+, EBACC) Post-16 – predicted (% A*-A, VA, % on or above target) Additional curriculum courses can be included.
13	Finance	How is funding for EHCP students being spent? Is the invoicing system working? Do we have costed provision maps for EHCP students and those at the edge of an EHCP? Are we invoicing the Local Authority correctly? Wider SEND/G&T spending? What is being purchased and what is the impact? What is needed? How does this impact the provision that needs to be made for the campus SEN budget for next year?
14	Involvement of external specialists	Who? What is the purpose? What is the impact and how is this being measured and tracked for students, parents and staff? Go through the engagement template for any students and discuss the different areas.
15	Examples of campus practice	CA learning walk Meeting with TAs Meeting with students and parents Meeting with teachers
16	Curriculum	Is it adapted, where needed, to meet the needs of students with SEND and those G&T? What changes are proposed and who can advise further on these? What is the intended impact of any changes? How are differentiated study and assignment enabled for these students?

Appendix 6 LSCO/RSENDSCO meeting with Learning Support CA – most updated version can be found on the SEND Handbook.



17	Student and parent voice	<i>How collected? Student and Parent?</i> <i>What does it show us?</i> <i>Can we improve this?</i> <i>How can we better include parents and students in decision making and review?</i> <i>Student voice should be part of all reviews and meetings about them.</i>
18	Training for staff and parents	<i>Programme that is planned, and the purpose.</i> <i>Impact and next steps?</i> <i>How can training be further improved?</i>
19	Staffing issues	<i>Quality of provision – strengths and next steps</i>
20	Risk Assessments	<i>For travel?</i> <i>For trips? (to ensure inclusion)</i> <i>For school events?</i>
21	AOB	

Actions from the Learning Support Committee meeting	By whom	By when

APPENDIX 7 -FULL LEARNING SUPPORT COMMITTEE MEETING TEMPLATE –
THE LATEST VERSION SHOULD ALWAYS BE DOWNLOADED FROM THE
SEND HANDBOOK.



Campus Learning Support Committee meeting – updated July 2023			
Date of meeting	Time:	Zoom Number:	
	Invited	In Attendance	
Attendees	• CP, LSCO/RSENDSCO. RP, DP, Phase Leaders and SLT if required. • LS CA.	•	
	Apologies	Minute Taker	
	•	•	
Agenda Items			
1.	Actions from previous meeting.	<i>Recap the actions from the previous meeting and note what has been implemented, and how this has changed practice.</i>	
Action Item		Person Responsible	Deadline
xxx			
2.	Students at Monitoring stage	<i>This is those students with learning support needs that are being met with Quality First teaching.</i> <i>How many students are there per year group? Have there been any changes from the last meeting? Any need review under SEND Type Need?</i> <i>What review has been undertaken to assure the quality of teaching and differentiation for these students? What is working well and what are the next steps? <u>Use the Assess, Plan, Do, Review process</u></i> <i>Is there a clear link to improving students' skills for self-directed learning?</i>	
Action Item		Person Responsible	Deadline
xxx			
3.	Students with a K code	<i>This is those students who have tailored interventions which are planned, time limited and reviewed.</i> <i>How many students are there per year group? Have there been any changes from the last meeting? Any review needed under SEND Type Need?</i> <i>What interventions are there? How are they reviewed and what has been the impact?</i> <i>Removal from lessons should be a last resort. How is inclusion maximised?</i> <i>What review has been undertaken to assure the quality of interventions for these students? What is working well and what are the next steps?</i> <i>Is there a clear link to improving students' skills for self-directed learning?</i>	

Action Item		Person Responsible	Deadline
xxx			
4.	Students with an E code	<i>This is those students who have an EHCP plan or those undergoing more detailed assessment of needs.</i> <i>How many students are there per year group? Have there been any changes from the last meeting? Any review under SEND Type Need?</i> <i>How are outcomes in EHCPs translated into short term targets for the students? Can the committee see some case studies of the impact of target setting for E code students?</i> <i>Removal from lessons should be a last resort. How is inclusion maximised?</i> <i>What review has been undertaken to assure the quality of interventions for these students? What is working well and what are the next steps?</i> <i>Is there a clear link to improving students' skills for self-directed learning? How is differentiated study and assignment enabled?</i>	
Action Item		Person Responsible	Deadline
xxx			
5.	Wonder Years	<i>Any students coming up from Y1/2 that we should be aware of?</i> <i>What are the implications of this for the 3 year Accessibility Plan?</i>	
Action Item		Person Responsible	Deadline
xxx			
6.	Career Connections	<i>Who are the students and what plans are in place for them?</i> <i>What Tier are they at and what is the provision?</i>	
Action Item		Person Responsible	Deadline
xxx			
7.	Data on the progress and attainment of students with SEND	<i>Summary of progress and attainment measures for SEND vs non-SEND students in each year group. Make use of 4Matrix to report for each year group.</i> For example: <i>KS2 – number predicted to meet National minimum standards. – EXS and GD Progress (VA)</i> <i>KS3 – Predicted grades (ave attainment 8, progress 8, % on/above target, 5+ including Eng and Maths, EBACC)</i> <i>KS4 – Predicted grades(ave attainment 8, progress 8, % on/above target, 5+ including Eng and Maths,EBACC)</i> <i>Post-16 predicted grades (% A*-C, VA, % on or above target)</i> <i>Alternative curriculum courses can be included.</i> <i>What will be the campus response in the light of this data?</i>	
Action Item		Person Responsible	Deadline

Xxx		
8.	Interventions	Recap the actions from the previous meeting and note what has been implemented, and how this has changed practice. Have provisions on Provision Map been reviewed and new ones set for this term? Do these reflect the need identified on the Learning Support Register?
Action Item		Person Responsible Deadline
xxx		
9.	Data on the progress and attainment of More Able students -prepared separately by the MACO	Summary of progress and attainment measures for More Able students in each year group. For example: KS2 – number predicted to meet National minimum standards at 110+. Progress (VA) KS3 – predicted grades (ave attainment 8, progress 8, % on/above target, Eng/Maths at 7+, EBACC) KS4 – predicted grades (ave attainment 8, progress 8, % on/above target, Eng/Maths at 7+, EBACC) Post-16 – predicted (% A*-A, VA, % on or above target) Additional curriculum courses can be included. What will be the campus response in the light of this data?
Action Item		Person Responsible Deadline
xxx		
10.	Curriculum provision or alternative pathways for students with learning support needs	Pathways, rationale and impact to date Is the curriculum correctly adapted to meet students' needs. What has school done to validate this? How is their progress being measured? Has the template for proposed changes been submitted and approved? Has a Provision Plan document been completed? (Career Connections) Share Lexia Usage report
Action Item		Person Responsible Deadline
xxx		
11.	Curriculum provision or alternative pathways for More Able students	Pathways, rationale and impact to date Is the curriculum correctly adapted to meet students' needs. What has school done to validate this?

Action Item		Person Responsible	Deadline
xxx			
12.	Review of provision	Feedback on the use of the audit tools:	
		TA provision	
		SEN	
		AGT	
		What are the campus strengths and what are the areas for development?	
Action Item		Person Responsible	Deadline
xxx			
13.	Parent Communication	Feedback on the holding of a Learning Support zoom with parents for the term or other arrangements.	
Action Item		Person Responsible	Deadline
xxx			
14.	Parent Communication	Feedback on the holding of a More Able zoom with parents for the term or other arrangements.	
Action Item		Person Responsible	Deadline
xxx			
15.	Impact of observation and feedback of teachers and teaching assistants	What observation has been undertaken? General trends (positive and next steps)?	
		How are next steps being addressed?	
		How is best practice being shared?	
		Emphasis on skills for SDL?	
		Evidence that there is a continual drive to move from good to Outstanding?	
Action Item		Person Responsible	Deadline
xxx			
16.	Parent involvement and parent voice	How is parent voice collected?	
		What evidence is there that parents know who to contact about Learning Support provision?	
		How do parents receive updates on the progress of their children, and respond to these?	
		What are the highlights and next steps, from parents' feedback?	
		How can parent involvement be improved?	
		How have you followed up to the Dyslexia Conference and the ASD conference?	
Action Item		Person Responsible	Deadline
xxx			
17.	Pupil voice	How is pupil voice collected?	
		What evidence is there of pupil voice being included in all meetings and reviews about the child?	
		What improvements have been made to the way pupil voice is collected and acted upon	
Action Item		Person Responsible	Deadline

Xxx		
18.	Deployment of staff (including external specialists)	How are learning support staff deployed? What evidence is there of the impact of this? What changes are needed and why? How are external specialists used? How are any recommendations implemented? What have been your additional adult focus areas for this term? eg the use of additional adults in Study/ Communication between the teacher and the additional adult
Action Item		Person Responsible Deadline
xxx		
19.	Forthcoming EHCP reviews	Case studies on how evidence has been prepared? Have all relevant persons been included (pupil voice, parent voice, teacher feedback, assessment data, external professionals)? Are we using the opportunity to set very specific and SMART outcomes and support in the EHCP? Is funding fully requested, to support the child? Are the CAOs issuing the sales invoices in a timely way? Is there a costed provision map? Have ASSET been involved in checking the paperwork and case in good time before the review?
Action Item		Person Responsible Deadline
xxx		
20.	Resources	Are there any resource needs? Purpose and intended impact? Cost? Where will funding come from? Review of the SEND Budget for this year.
Action Item		Person Responsible Deadline
xxx		
21.	Sharing best practice	What can be celebrated about the work of the campus? Student presentations to the group? Staff presentations of good and innovative practice?
Action Item		Person Responsible Deadline
xxx		
22.	Signature Pedagogy	How is self directed learning being placed at the centre of our planning? How is the Assignment made accessible and challenging? How is good Study being enabled for our SEND students? How are our SEND students supported in accessing Tutorials?
Action Item		Person Responsible Deadline
xxx		
23.	Staff training	P/LSCO/RSENDSCO review and report back on the annual training plan for SEND and G&T training.

		Impact report to date? Next steps? How is the training in strands and Learning Support CPD being shared and implemented in campus?	
Action Item		Person Responsible	Deadline
xxx			
24.	Risk Assessment	Are relevant risk assessments in place for SEND pupils for transport, trips and aspects of the curriculum?	
Action Item		Person Responsible	Deadline
xxx			
25	SEND Development Plan/Twice yearly audit	What actions need to be addressed next term?	
Action Item		Person Responsible	Deadline
xxx			
25.	AOB		
Action Item		Person Responsible	Deadline
xxx			

Copy and paste from the action items to create this

Actions from the Learning Support Committee meeting	By whom	By when

The Wonder Years

Please let us know, however big or small your concerns about students who will be joining OSG UK. It's good to talk.

How can we find out who they are?

Campuses are asked to have a meeting with their **SEND CA** at least three times a year to make sure the Wonder Years overview is up to date.

Parents are asked to let their campus learning support teams know if they think their child is going to need additional support going forward and also to let the **SEND CA** know.

Details can be put on the **Enrolment form** in Year 2 but we would really like to know before then.

Who are they?

These are the young people, currently in Reception, Year 1 and Year 2 who may need a bit more support at our campuses. They may have an EHCP but they may well not have.

What will we do?

Nothing without discussion with you.

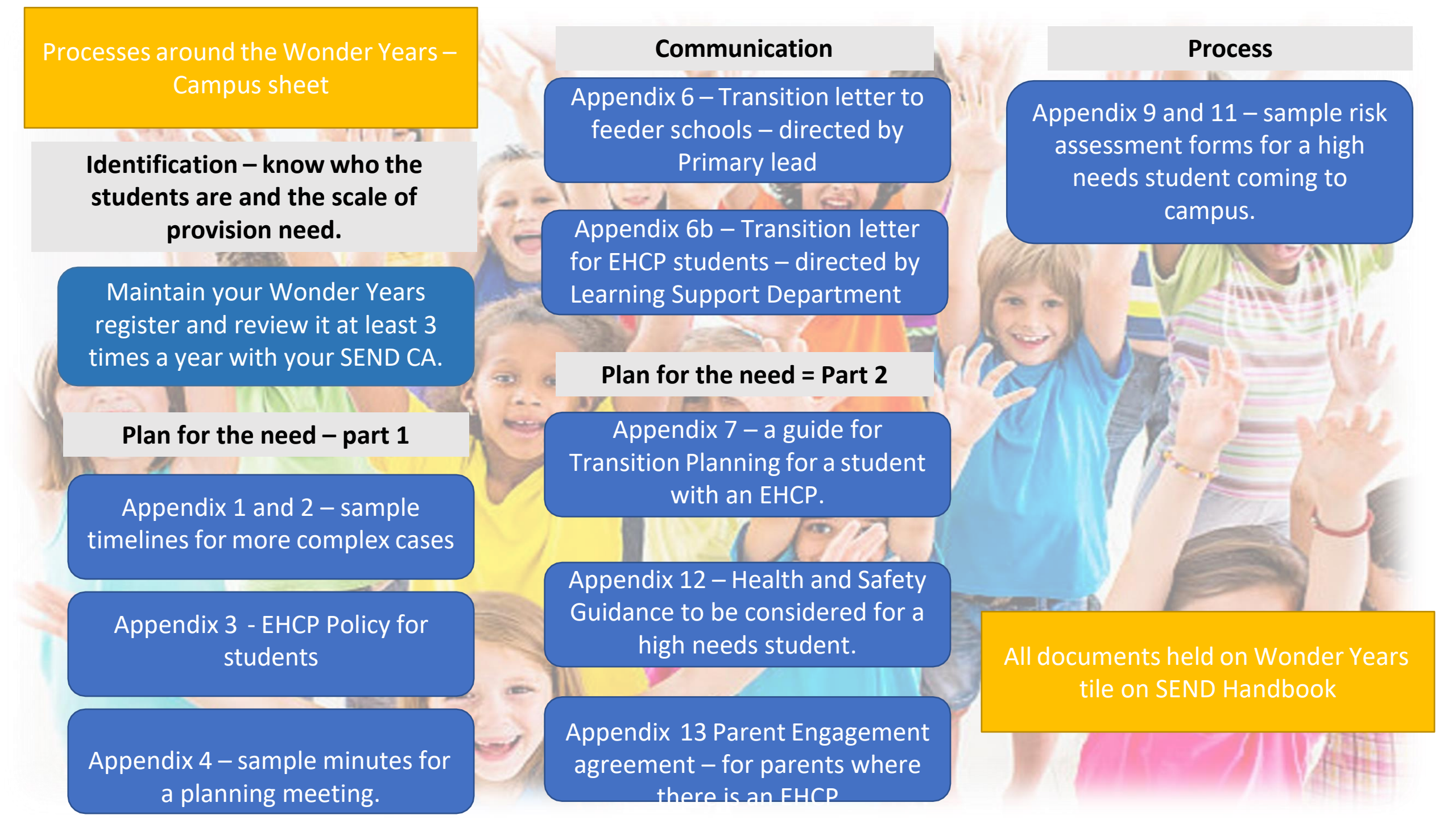
Where a student has an EHCP, we may join the Annual Reviews in the feeder school to build relationships with them and the Local Authority. Planning with more complex cases may take two years.

It may just be a matter of letting us know – then you know we know!



How does it help to know about them?

It helps us to prepare for what they might need, to make an early connection with the parents and the feeder schools and plan a relevant transition programme to help them move successfully and happily into their OSG UK campus.



Processes around the Wonder Years – Campus sheet

Identification – know who the students are and the scale of provision need.

Maintain your Wonder Years register and review it at least 3 times a year with your SEND CA.

Plan for the need – part 1

Appendix 1 and 2 – sample timelines for more complex cases

Appendix 3 - EHCP Policy for students

Appendix 4 – sample minutes for a planning meeting.

Communication

Appendix 6 – Transition letter to feeder schools – directed by Primary lead

Appendix 6b – Transition letter for EHCP students – directed by Learning Support Department

Plan for the need = Part 2

Appendix 7 – a guide for Transition Planning for a student with an EHCP.

Appendix 12 – Health and Safety Guidance to be considered for a high needs student.

Appendix 13 Parent Engagement agreement – for parents where there is an EHCP

Process

Appendix 9 and 11 – sample risk assessment forms for a high needs student coming to campus.

All documents held on Wonder Years tile on SEND Handbook

Termly Student Support update meeting for E students

From the Learning Support Policy - *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 EHC plan. 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.*

Campus	
Term and date	
Those present	
Focus student	

Agenda

Agenda item	Notes
Assessment – my child is making good progress against their academic targets..	
Assessment – my child is making good progress against the short term targets for their term for their EHCP	
<i>As needed – Assessment – where my child has had an external assessment, this is how it has been implemented at the campus this term</i>	
Communication – my child's Individual Learning Plan is discussed with me each term	
Communication - My child is making good social progress	
<i>As needed – Transition – effective plans are in place to enable my child to transition successfully into the next stage of their schooling.</i>	
Impact – The provisions my child has in place are linked to their needs and have had a good impact this term.	

Minutes shared with all attendees. Record of meeting held on Provision Map.

Termly Student Support update meeting for K students

From the Learning Support Policy - At K code, there will always be a termly review with parents 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

Campus	
Term and date	
Those present	
Focus student	

Agenda

Agenda item	Notes
Assessment – my child is making good progress against their challenging academic targets.	
<i>As needed – Assessment – where my child has had an external assessment, this is how it has been implemented at the campus this term</i>	
Communication - My child is making good social progress	
Communication – my child's Individual Learning Plan is discussed with me each term.	Impact measure is
<i>As needed – Transition – effective plans are in place to enable my child to transition successfully into the next stage of their schooling.</i>	
Impact – The provisions my child has in place are linked to their needs and have had a good impact this term.	Impact measure is

Minutes shared with all attendees. Record of meeting held on Provision Map.