



PURPOSE

The fundamental principles of Focus School Cambridge Campus in England are tied to the Children and Families Act 2014 Part 3 and SEND Code of Practice 2015.

In Scotland, Northern Ireland and Wales the Cambridge Campus will apply their relevant laws as agreed by the government, and are to provide equal opportunities for learning and growth to every student. This information will be detailed in the Contextual Information of this policy.

This policy is reviewed regularly in the Learning Support Trustees Annual Report and is readily accessible to parents and school staff.

The aims of this Learning Support policy are:

- To enable learning through the Learning Support Guidelines and Handbook using the graduated approaches so that all students at Cambridge Campus achieve the highest standards and care possible.
- To be read in conjunction with, and inclusive to other Focus Schools' policies and the Focus Schools' Offer (Appendix 1).
- To ensure an inclusive approach to learning is applied for all Focus students including those with LS needs according to Focus LS Handbook and Guidelines.
- To address the Dyslexia Aware Quality Mark and Self Directed Learning standards through the graduated approach.
- To ensure equality of educational opportunity and access for all Focus students according to the Equality and Discrimination Act 2010. See Focus Equality of Opportunity Policy.
- To concentrate on raising the level of achievement of all students in Focus schools including those with additional Learning Support needs.
- To assist LS Trustees and LSCos in leading LS provision in Focus schools effectively according to Appendices 1, 2, 3 and 4.

SCOPE

This policy applies to all Headteachers, LSCos, LS Trustees, teachers, learning support assistants and any additional support staff who work with students in the school or in Focus National Support Office.

It is the expectation that the Headteachers, LSCos, 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, 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.

UPDATE TO POLICY

This policy contains appendices 1, 2, 3 and 4.
Adherence to LS Guidance documentation.

DEFINITIONS

POLICY STATEMENT

Learning Support and LS provision in Cambridge Campus is a cyclical process.

We follow the Focus Learning Support Process that is clearly set out in the Focus Learning Support Handbook and Guidelines 2017. The rationale of the learning support upholds regularity, flexibility and continuity of the support. The aim is to enable teachers to focus better on each individual student's learning. The cycle of support may begin at any time of the child's development and continue throughout the education cycle or be intermittently applied.

The support should begin well before the child enters Cambridge Campus with Transition Phase where identification processes and data collection is made of any known learning needs, arrangements or plans.

Transition Phase applies in admission and always when a student moves class, grade 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 (Trustees, Headteachers, teachers and support assistants in addition to health personnel, educational psychologists and all who work with the child) are all bound under the Confidentiality Act regarding the personal situation and matters of children, their families and all concerned. Information regarding intensified and special support, course adjustments, or relief of certain courses and documentation and information regarding these arrangements is confidential.

Phase 1 of the general line of support is quality first teaching with a graduated approach, which is personalised according to individual students and differentiated with support targeted at areas of concern. The teacher is a teacher of *all* students establishing a learning environment, which is inclusive of all students having high expectations for all, addressing the Dyslexia Aware Quality Mark and Self Directed Learning standards. The teacher modifies and adapts teaching approaches and resources and establishes a contact with family. Teachers continuously assess, evaluate and track to identify students who are not achieving their full potential or are in need of additional support to participate in, access and excel the curriculum. Where concerns are raised about a student, the Learning Support Committee discuss the student and may add the student on the School Concern Register.

Phase 2 is applied for an individual student where progress continues to be less than expected and the implementation of highly intensified short term support is decided 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 LSCo and Campus Learning Support Committee, assesses areas of specific concern while gathering evidence (including the views of the student and their parents) and the school puts in place extra evidence based teaching and/or other intensified interventions designed to secure better progress, better access to learning or advanced learning opportunities where required. The student's response to such support can help identify their particular needs. Intensified support is then given to a student according to a premeditated decision and an Intensified / Advanced Learning Plan (ILP/IBP) may be written. All consultation and collaboration is recorded on the Referral and Tracking Form. Student may qualify for access arrangements in examinations if this will be their normal way of working.

Pedagogic professionalism takes a central position when we are assessing the support a child needs. Assessment of the details in the implemented support is carried out primarily by the teachers teaching the child. (Children and Families Act 2014; SEND Code of Practice 2015).

Phase 3. When the campuses have explored all possible strategies available to them and the given intensified Phase 2 support is not sufficient to assist the student to manage the schoolwork, campuses consult the National Learning Support Committee. There may be a referral to outside agencies assessments in consultation with parents / family and the National Learning Support Advisor. School may begin to proceed according to the Focus EHCP Agreement document. The student may be referred to Education, Health and Care Plan needs assessment (EHCP) depending on the circumstances and learning support and

special arrangements to be implemented must be specified according to the special Learning Support administrative decision. Once a statement or EHCP decision is made by the Local Authority, the school must ensure compliance to the provision agreed in Part 3 of the Plan.

General

We respond to the needs arising in learning and schooling by quality first graduated approach, differentiating and personalising teaching and learning including the learning environment, teacher collaboration, flexibly changing teaching groups and specialist school to school support.

We use different forms of support as tools to respond to the support needs of individual students and in teaching groups, as part of the general Phase 1 support, before moving to Phase 2 intensified support phase. Phase 2 support is designed comprehensively for one particular student's needs. Its nature is stronger and more persistent than general support. With the aid of intensified support we systematically support student's learning and schooling and prevent increase, accumulation and diversification of the problems helping the student to return to general Phase 1 support.

The role of Phase 3 special support is to offer the student holistic, comprehensive and systematic support in such a way that the student can fulfil the requirements in compulsory education and acquire a base to continue studies after the basic education. At this time all support methods in basic education are in use. The school may utilise all the support methods during the different phases of support. Exception is the full time special education, which is not offered during general or intensified support phase but only during special support phase.

Learning Support for all means the provision of equal opportunities for learning and growth to every child or student in a happy and learning conducive environment. 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 inclusive participation in the school and society.

The school is committed to creating learning programmes and an inclusive learning environment 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 where 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 - physical, attitudinal or pedagogical, early intervention and support and welfare.

PROCEDURES

Roles and Responsibilities at Cambridge Campus:

The Headteacher has the overall responsibility of LS in the school. The Headteacher works closely with campus LS Trustee and the LS staff overseeing effective LS provision and meeting the roles and responsibilities for LS.

LS Trustee is: Matt Anderson

LSCo is: Michelle Howlett

Campus Learning Support Committee consists of: Matt Anderson, Michelle Howlett, Sashi Savi, Andrea Marsh

The National Learning Support Committee is made up of the following National Support Office Staff: Ted Picton, Mrs Heli Laiho-Murdoch and your Regional Principal Matthew

Philips

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

- All students are appropriately supported through well planned, effectively differentiated and personalised learning episodes that take account of the differences in learning preferences and potential capabilities of all learners. Class teachers are responsible for providing the in-class Phase 1 general support to all learners, regardless of learning support needs. All teachers have high expectations for students including those that require additional learning support. Teachers consult Focus Intranet Learning Support and Moodle for advice and resources.
- The person ultimately responsible of the LS at the campus is a qualified teacher (QTS). In case of students with EHCP or statements of SEN, qualified professionals are to direct the provision. Where there are EHCPs the person providing the provision is qualified to provide such support. Focus Schools may employ qualified level 7 services for Access Arrangements and further school to school support in partnership with other schools.
- If a Learning Support Coordinator is appointed, the LSCo will obtain the required National Award in Special Educational Needs Co-ordination within three years of appointment. Job Description and Person Specification as Appendix 3.
- The campus LS Leaders are up to date and adhere to current Focus Learning Support Handbook and Guidelines protocol and practice. They audit the whole school LS provision annually including Student Provision mapping and consult the NLSA and Focus Intranet Learning Support for advice and resources.
- The campus LS team display excellent professional knowledge, continuously developing their own professional understanding and knowledge in all related LS areas, especially those presently manifesting in our schools, including modelling of effective inclusive differentiation strategies giving teachers confidence in inclusive intervention methods.
- Teachers plan lessons consulting the LS team guided by the Teachers Working with LSAs Handbook. This ensures full inclusion and all students' full participation in all parts of the lesson. Students' learning support assistants are consulted and they are provided with a lesson plan in advance of the learning episode, which identifies the differentiated learning objectives for the students they are supporting and clearly defines their supporting role.
- Planning together, ensures that learning support assistants are used in an active and focused way to support those needing more support and specific LS students for the best possible outcome.
- Teachers have a clear plan for all learning episodes indicating:
 - differentiated and personalised learning objectives for the learning episode,
 - the role of the LSA to be clearly addressed,
 - the multisensory/personalised activities to be undertaken by any students,
 - differentiated learning opportunities and learning environment,
 - Referral and Tracking form or EHCP expected outcomes,
 - necessary resources.
- Teachers must refer to Students' Passports, R&T forms and EHCP as appropriate and demonstrate effective planning with longer term outcomes.
- Clear, obtainable and personalised learning objectives are displayed and shared with all students.
- All students know their targets and how to improve their learning.
- Teachers have high realistic expectations of all learners. All students are working on their zone of proximal development.
- Rewards and praise guide the inclusive teaching.
- 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.
- Teachers consult the LS Handbook for Self Directed Learning and create and provide an inclusive, appropriately stimulating and attractive multisensory classroom learning environment for inquiry based interactive learning to engage the interests of all of their students including those who need additional support.
- High quality, caring and professional relationships exist between students and teachers. Teachers continuously develop their professional knowledge and skills to include students with additional learning support needs in class activities and to access the

curriculum.

The Cambridge Campus will publish the personalised Learning Support Policy and School Offer on the school website. Appropriate reference to the Campus Learning Support provision should be made in the school Prospectus.

CONTEXTUAL INFORMATION about Cambridge Campus relevant to the Learning Support (SEND) Policy and its implementation in the Campus, i.e. School to School Support, Specialist Teacher - LSA contracts.

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ASSOCIATED DOCUMENTS

Appendix 1 Focus Schools Offer

Appendix 2 Focus Learning Trust Learning Support Handbook & Guidelines Supplement

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

Appendix 3b Specialist Teacher Job Description and Person Specification

Appendix 4 Model Policy for Intimate Care and Care Plan

- Focus Positive Mental Health Policy and Procedure (2017)
- Focus LS Gifted and Talented Guidance 2017
- Focus LS Guidance LS Self-Audit
- Focus LS Guidance Teachers Working with LSAs Handbook 2017
- Focus LS Guidance Learning Support Assistant /TA Booklet 2017
- Focus LS Guidance for Self Directed Learning 2017
- Admissions Statement
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Management Policy
- Child Protection and Safeguarding Policy and Handbook
- Curriculum Policies including Primary and Secondary Curriculum Policy Statements
- Teaching and Learning Policy
- Data Protection Policy
- Equality of Opportunity Policy including Accessibility Audit and Plan
- Enrolment Application Form
- Examination Policy Handbook
- Exclusion Policy
- Health and Safety Policy and Procedures
- ICT Policy
- Physical Control Policy
- School Prospectus
- Work Experience Policy

LEGISLATION

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>

Confidentiality Act, www.lawcentreni.org/data-protection.html

Equality Act 2010, <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

Focus Policy, Procedure & Guidance Manual Index

Health and Safety Executive (HSE) guidance, www.hse.gov.uk/guidance

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

Keeping Children Safe in Education,

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Keeping Children Safe in Education, Information to School and College Staff,

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

Mental Health Act 1983 Code of Practice

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/435512/MHA_Code_of_Practice.PDF

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

ISSUED BY

Focus Learning Trust

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Signed by Chair of Board of Trustees: .

At a Trust Meeting on (date): .



Focus Schools Offer



Focus Learning Support Handbook and Guidelines 2017



LSCO Job Description, Person Specification and Roles and Responsibilities



Specialist Teacher Job description and Person Specification



Model Intimate Care Policy and Care Plan