



Educational Support Policy

The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Laxton Junior School and is applicable to all staff.

Introduction

Laxton Junior School offers a vibrant, engaging and wide-ranging academic and co-curriculum that provides bespoke support and challenge to every child - irrespective of ability, interest and learning need - and offers equality of opportunity in all that they do. We have the highest expectations of our children with regards to their attainment and progress, and believe always that every child is capable of significant achievement across and beyond the curriculum.

Our school has a diverse and wide-ranging community of students who we continually support to embody our core values of A Love of Learning, Opportunity, Care, Community and Quality. Driven by our school values, our mission is to prepare all Laxton Junior School children for both their chosen senior school and the life that lies beyond. This preparation develops in them a series of essential characteristics that we believe will enable them to thrive in whichever direction they wish their lives to take; indeed, we want our children to be: confident and resilient, kind and respectful, open-minded and well-rounded and collaborative and independent.

Central to our approach to educational support is an understanding and appreciation of the Special Educational Needs and Disability (SEND) within the SEN Code of Practice (2014) and the Equality Act (2010). While it is not necessary for independent schools to follow the Code of Practice (2014), it enables us to ensure that the needs of each child are being met and that every child has equality of opportunity.

The Educational Support team supports children with SEND, English as an Additional Language (EAL) and Able, Gifted and Talented. While children can fall into more than one of these categories, it is vital that the definitions of each pathway are clear and seen as very separate needs. Therefore, each of these needs has its own policy with the understanding that a child can be classed within one or more.

We also understand that there will be pupils who, for a number of reasons, will be challenged in reaching their full potential with the curriculum and may need a tailored approach, alongside our Quality First, Differentiated Teaching. This means that at LJS, we take pride in the excellent teaching, resources and differentiation offered to our pupils as part of our normal teaching practice. Alongside this, pupils may be offered support in addition to their form tutor. These pupils may not be considered as having Special Educational Needs and/or Disability at this stage but at LJS, they may also come under our school's wider Educational Support Provision to support their learning journey.

Equal Opportunities and Accessibility

We recognise that every child is unique and are committed to making reasonable adjustments, no matter on the need of the child, in order to remove barriers to learning and participation in school life. We value

the diversity of our school community and appreciate the contribution all of our pupils equally and with pride.

We ensure that all children can access and participate in our teaching and learning and the wider curriculum, such as our after school clubs and school trips. We are continually working to ensure that our school is meeting the needs of our children in school and we have a dedicated team who lead on accessibility to make certain every person's needs are considered.

According to the Equality Act 2010, a person has a disability if: *'He or she has a physical or mental impairment'* and *'The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'*.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

For more information about how we make our school more accessible for our pupils, please see our Accessibility Plan.

Definition

At LJS, a student has SEND if they have a particular learning need or disability which calls for additional educational provision to be made for him or her. According to the SEN Code of Practice, 2015, a student will be classed as having a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *Has a disability, including a physical or mental impairment, which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age within school*

A student has SEND if he or she is likely to fall within the definition above when they reach school age or would do so if additional educational provision was not put in place for them.

This definition includes students with long term medical conditions such as chronic asthma, diabetes, epilepsy and cancer. Students with such conditions do not necessarily have SEN but, where a student requires additional educational provision, the school will discuss individual cases with parents. If adjustments and aids are mutually agreed by both parties, these individual students will additionally be covered by the SEND definition as they are receiving provision *'which is additional to, different from their peers'*.

Aims

This Policy aims to:

- Keep the child at the centre of all decisions and actions
- Ensure that communication is open, honest and inviting to all involved, including the child themselves, families, staff in school and external bodies
- Apply a whole-school policy to meeting each pupil's individual needs following the guidelines of The Code of Practice for SEN (2014), and the Equality Act (2010)
- Ensure all pupils have the ability to access our high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem

- Empower form tutors and families to identify, at the earliest opportunity, any pupil who may have a specific learning difference
- Acknowledge that each individual and their differences are valued, and ensure that our school is accessible and supports the school ethos of equality and inclusion
- Ensure that pupils with physical disabilities are given adequate assistance to access the curriculum and reasonable adjustment is made to maximise their learning opportunities

Principles and Approach

Our approach to the support of children with SEND is defined by the following:

- All pupils with SEND must have their needs routinely met, by consistent communication and support by staff
- Raising the achievement of pupils with SEND is a whole school responsibility
- Early identification and early intervention are essential for ensuring better outcomes for pupils
- All pupils are encouraged and supported to be active partners in the decision making about their education
- Active, respectful involvement of parents as equal partners in the education of their child has a positive impact on the learning and well-being of their child
- All pupils with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment
- All pupils benefit from Quality First Differentiated Teaching, meaning that all teachers are expected to assess, plan and teach all students at an appropriate level which allows them to progress
- Collaborative working with all parties, both internal and external, is essential to ensure we effectively meet pupils' need
- Effective transition arrangements must be in place across all phases of education (and into adult life) to ensure positive outcomes for the pupil and their family
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money
- Systems for monitoring and evaluating developments in SEND support improvement in pupils' learning and provide appropriate challenge

Quality First Differentiated Teaching

This is a teaching style that encompasses LJS 'continuous whole school processes to ensure that an emphasis on consistent high quality for all pupils within the classroom. The teacher uses a variety of strategies to ensure that teaching is inclusive for all learning styles, and uses formative assessment, planning, implementing, tracking, monitoring and reviewing of every child's progress to provide a curriculum that all are able to access.

Support in School Plan

Importantly for children with SEND, and indeed all learners in school, is that all teaching staff are aware and knowledgeable about how they individuals they teach learn. At LJS, the Educational Support Team are responsible for clear and direct communication with all staff members, including specialist teachers, to provide a platform in which all teaching staff can access up-to-date and relevant information. At LJS, we call this the Support in School (SIS) Plan which is a document which details strategies for the classroom, exam access arrangements, any external agencies involved and potentially official diagnoses, and a history of interventions and support a child may have received. This is consistently and regularly updated to ensure that all necessary information is shared and correct so that staff can provide that best Quality First Differentiated Teaching they can.

Roles and Responsibilities

At LJS, every member of staff in school has a role and responsibility to be an integral part of provision for students with SEND. Communication and understanding is key; our Support in School List is kept up-to-date and can be accessed by all staff at all times.

Head of Educational Support

- Ensure the staff and Educational Support Team work together with appropriate others to ensure that resources and support are available for pupils with temporary or long-term specific learning differences and disabilities so that they are able to achieve their potential
- Conduct regular reviews of a pupil's progress
- Liaise and work with the Assistant Head Academic regarding data, pupil progress and support across the school
- Report to the Head as required
- Advise on curriculum differentiation and accessibility issues
- Support teacher planning to meet pupil diversity
- Advise on inclusive teaching and learning approaches
- Model good SEN and inclusive classroom practice
- Monitor the quality and effectiveness of SEN/Inclusion policy and provision
- Supporting the Deputy Head, as line manager to our support staff, in supporting individual or particular learners and providing training
- Create and support staff in the upkeep of pupil's IEPs
- To lead and run interventions across the school
- To ensure the Educational Support Department, up to date with relevant research and training to ensure we are giving the very best provision we can provide to our students
- Ensure that appropriate records are maintained securely in line with the Data Protection Act
- Support, provide or direct teaching staff to appropriate Continued Professional Development
- Attending area network meetings and training

Governors

Governors should review the SEND Policy and use it as a tool to support their understanding of SEND within school. SEND data analysis will be provided to Governors, where appropriate, through the Head's termly report along with any other relevant information.

Head

- Monitor the quality and effectiveness of the school's Educational Support Policy and provision
- Remain up-to-date about the school's strengths and areas for further development in relation to Educational Support provision
- Meet with the Head of Educational Support to receive regular updates on progress within inclusive practice at LJS
- Lead and review the school's Accessibility Plan, and the progress made towards meeting the objectives within this document
- Provide opportunity for SEN/Inclusion Inset and staff meetings, and monitor the impact - through the Academic Team - on improving classroom practice
- Ensure that parents/carers of pupils who are supported by the Educational Support Department are receiving appropriate information and support
- Ensure that inclusion is an integral part of the School's Strategic Plan

Assistant Head Academic

The Leadership Team will be informed by the Head of Educational Support of the progress of all learners supported by the Educational Support team; this will be, in the first instance, through the Assistant Head

Academic, who will report to the Head on levels of progress and on the strategic development of our SEND provision. When needed, this will be discussed with the entire Leadership Team, particularly when involving access arrangements in school, pastoral matters and safeguarding.

Academic Team

The Academic Team is responsible for:

- Analysis of the whole-school student progress tracking system
- Analysis of a whole-school provision map for all learners as supplied by Head of Educational Support, known as the Support in School List (SIS)
- Regular meetings with the Head of Educational Support
- Support with discussions and consultations with students, teachers and parents through pupil progress meetings

Educational Support Team

The Educational Support team will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map (SIS)
- Ensuring all staff members have up-to-date and accurate information on their pupils
- Co-ordinating provision for children with special educational needs/disabilities
- Liaising with and advising teachers
- Overseeing the records on all students with Special Educational Needs
- Contributing to staff training
- Overseeing the smooth running of transition arrangements and transfer of information for all students who transfer from one phase of education to another
- Monitoring the school's system for ensuring that Individual Education Plans are used consistently and maintained
- Evaluating regularly the impact and effectiveness of all interventions
- Meeting at least termly with each teacher to review and revise learning objectives for all learners in their class who are being tracked on the school's provision map
- Liaising and consulting sensitively with parents and families of students on the SIS list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- Ensuring effective deployment of resources to maximise outcomes for all children

Form Teachers

Firstly, and fore-mostly, securing good provision and good outcomes for all groups of learners, including those with identified SEND, by:

- Providing differentiated teaching and learning opportunities, i.e. differentiated work for pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- Ensuring there is adequate opportunity for pupils with SEND to work on agreed targets that are additional to or different from those normally provided as part of the differentiated curriculum offer, i.e. their IEP targets.

Also, Form Teachers should liaise with the Head of Educational Support to discuss and agree about the levels of support and need which is required by each individual. The Educational Support Team use a colour coding system which aligns with the Pastoral Pathway as used by our Assistant Head Pastoral. These colours are used on the SIS to provide a useful tool to show:

- Which pupils in the class are being monitoring only using Quality First Differentiated Teaching (Green)
- Which pupils are underachieving and need to have their additional interventions monitored on the SIS – but do not have special educational needs/disabilities (Amber)
- Which pupils (also on the SIS) require additional support because of a SEND for one intervention (Amber)
- Which pupils have multiple needs and/or have support from external agencies, therefore needing regular and multiple interventions (Red)
- Any Amber or Red child would require an Individual Education Plan (IEP) to be established by the support of the Educational Support Team and with the student's family and teacher, then continued to be implemented by the class teacher. It is the teacher's responsibility to maintain and allow provision for the child to work towards achieving their targets on their IEP.)
- Some of these pupils may require advice/support from the Wellbeing Team at Oundle School or an outside professional. Known occurrence of sessions or conversations with parents from such sessions must be recorded on CPOMs to keep an accurate record of additional involvement for the student.

Teaching Assistants

- To have a working knowledge of Educational Needs of pupils they support
- Enhance access to each lesson by supporting in the reinforcing of pupil learning
- Make use of open questioning and encourage pupils to talk about their knowledge and understanding
- Provide opportunities for pupils to share ideas and demonstrate their knowledge and understanding
- Support pupils to stay on task
- Provide a balance between intervention and encouragement of pupil independence
- Briefly record the nature and impact of support provided to pupils
- Know what the objectives for the lesson are and the teachers expected learning outcomes for pupils with SEN
- Plan with teachers for effective differentiation of the curriculum
- Discuss jointly pupil progress and achievements

Parents

- To take an active interest in their child's education
- To listen to their child's worries and anxieties and to communicate any concerns with school so we can support pastorally
- Where needed, to support with prep and out-of-hours learning activities
- Ensure their child attends school regularly
- Inform their child's teacher if their child is worried about aspects of school life or work
- Request work from the school in instances where their child is likely to be absent for some time from school.

And in response, parents should expect:

- Staff will value the contribution of parents/carers in relation to the knowledge they have about their own child
- Staff will respect and listen to the views of parents/carers
- The school will give the parents/carers the opportunity to consult with relevant staff
- Information about the school and their child's progress will be given regularly and in a manner that all parties are happy with, so communication is consistently clear
- Staff understand their child's SEN and/or medical needs

- If needed, support will be offered to direct to other sources of support and advice
- Their enquiries will be dealt with quickly

Pupils

- Continuing strive to achieve and maintain the LJS values
- provide a positive role model for all pupils
- Accept and tolerate difference and diversity within our community
- Understand and be sensitive towards the feelings of others
- Work cooperatively with other pupils
- Show respect for adults and peers
- Make responsible choices in relation to behaviour and learning

External Professionals and Agencies

We have a range of learners at LJS, including those with Dyslexia, Dyscalculia, ADHD, ASD, Dyspraxia, Hearing Impairment, Physical Impairments, specific health issues and some individuals being supported for their Social, Emotional and Mental Health (SEMH). Where necessary, external professionals and agencies work with us as a school to support us in how to best provide provision for our pupils. This may be to provide very specific strategies for one child, such as from a Paediatrician, Speech and Language Therapist, Occupational Therapist, Physiotherapist, Educational Psychologist or Child Psychologist to name a few. These strategies and recommendations are usually discussed with the Educational Support Team, parents and the form tutor and a support plan is created if necessary to support the child's needs. However, we may also work with external professionals and agencies to provide general training for staff or parents to ensure training is up to date and we are providing the best practice we can.

Able, Gifted and Talented

We are aware and proud of all children in our school and whilst we challenge all our learners at LJS, there are students who are able across the curriculum, as well as those who show talent in one or more specific areas. All talents and gifts are equally valued and should be allocated equal time and resources across the educational environment. We plan for those children who achieve, or have the ability to achieve, above average in one or more academic areas, including areas outside the main curriculum. Importantly, students who achieve at this level can also be part of the SEN/D or EAL pathway; we aim to provide opportunities for identified students to access optimal breadth and depth of learning and, as such, we aim to provide opportunities to develop specific skills and talents.

Assess, Plan, Do, Review

At LJS, we implement the model of 'Assess, Plan, Do, Review' to consistently monitor, challenge and evaluate existing provision and its effect on the progress of an individual student. This is a constant cycle, rather than a linear progression, where the value of each intervention or additional support is reviewed to ensure we are providing the student with the correct and most appropriate support. This is consistent across all year groups, from Reception through to Year 6. Open communication with staff and families is key from the beginning and throughout the process so that any misconceptions, worries or concerns can be discussed openly and understood by each party.

Assess

Teacher assessments, both formative and summative, happen throughout the year and provide the data which can support with building a picture of a child, but it is not the whole picture. The Educational Support Team, if needed, conduct more specialist testing in-house on an individual basis which can support in knowing more about the specifics of how a child learns. If needed, once we have worked

through the process, external agencies may be contacted by the parent and with the support of the Educational Support team.

Students with SEND are identified as early as possible. Form Teachers are continually aware of students' learning and the progress of every child is monitored throughout the year. Where a child is identified (assessed) as making less than expected progress, in spite of quality first differentiated teaching, they are raised as an initial concern with the Head of Educational Support.

According to the SEN Code of Practice (June 2014), less than expected progress can be characterised by progress which:

- Is significantly slower than their peers starting from the same baseline
- Fails to match or better the student's individual previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

There are four distinct categories of SEND need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Physical and sensory

Once a student has been identified with special educational needs in one or more of the above categories, the class teacher and/or Head of Educational Support will meet regularly with the parents to keep them informed of progress as part of the 'assess, plan, do, review' cycle; normally these will be three times a year. At every stage of the process, it is our aim to work in partnership with our parents and their child to secure the best possible outcomes.

Plan

Once the Head of Educational Support agrees with the teacher's concerns through observations, a plan of action will be made. In school, we have a team of experienced staff and resources to provide exceptional opportunities that the interventions we offer are specific and tailored to each individual. We work with individuals or with small groups, and change the intervention cycle on a half termly basis (usually 6 weeks). We then a review with the teacher and Head of Educational Support will highlight if the additional support has raised attainment of the student. Parents of children gaining additional educational support in the form of an intervention will always be notified by the class teacher and/or a member of the Educational Support Department.

Do

Wherever possible students will remain with their Form Teacher as this is where they learn best, with the rest of their class. However, there are times when interventions need to be offered to support students in their learning. When any additional support is allocated - whether it is delivered by a teacher, Educational Support teacher or Teaching Assistant - the focus of all intervention will be on outcomes; our aim is to put in sufficient support to enable our students to reach challenging targets, but without developing a learned dependence upon an adult. At LJS, we find the most effective intervention is by working with a child or small group for a short period of time on a very specific focus. An example of this may be seeing an individual on a daily basis for 10-15 minutes to complete Toe-by-Toe, the Power of 2 or Word Wasp. These interventions are focused, specific and help to support gaps in knowledge. If, as a team, we decide to work with a group on a number focus, then an example is that we would ensure we had a small group of

children, produced a baseline of data, planned to fill any gaps in knowledge or skills, see the group 3 or 4 times weekly for 15-20 minutes for a period of 6 weeks. We would then review the progress.

Review

At the end of the first cycle, the progress of the pupil is reviewed. If the expected progress has been made, then the pupil will stop the cycle and will be monitored in their usual practice to see if the same progress can be made independently. If it can, any intervention from the Educational Support Team may stop. If, after the first stage of intervention, the expected progress has not been made and we believe we need to plan that further intervention and perhaps more specialist time is needed, this information is discussed with parents by the teacher with the support of the Educational Support Team and a plan of action is agreed.

SEND in the EYFS

The Code of Practice 2014 includes children and young people from ages 0-25 and although we are within the private sector, it is used as the foundations and steering of our department. At Laxton Junior School, the same provision, opportunity, care and support is offered from EYFS up to Year 6 from the Educational Support Team. Each child is seen as an individual and their provision, targets and intervention is planned from as soon as they become part of the LJS family (if needed).

Adapting our Provision

Curriculum

Our curriculum is diverse and one that inspires a love of learning. When thinking of all the learners in our classrooms, the teaching staff at LJS are considerate and understanding of each learning style. Lessons are dynamic, engaging and appeal to a range of senses to ensure that everyone is included and their learning strengths are adhered to. Where needed, the Educational Support Team will support children and staff members with strategies of how pupils can best access the curriculum, such as verbally responding rather than writing, working through drama to improve speech and language and utilising the space outside of the classrooms to provide variety and space for children to explore their learning styles.

Resources

As part of our QFDT, teachers provide a range of differentiated and tailored resources to support pupils in accessing the curriculum. Practical resources in all subject areas help pupils to be engaged, to use manipulatives to help take their thinking from the concrete to abstract level. Teaching staff provide real life examples to make the learning relevant to the world outside of the classroom. The Educational Support Team help by supporting with a range of resources on an individual, group or class level to ensure that all learners are having every opportunity to access their full potential. Pupils across the school can use specific pencils for supporting with grip, fine motor skill boxes to help with dexterity and strength, seat wedges to support with movement and fidget toys to help with concentration. We also work with external agencies to ensure we are providing the necessary resources for continued provision in school such as yoga balls for sitting and resistance bands on chair legs for supporting pupils' bodies.

Assessment Processes

All pupils are continually assessed throughout the school year, either through formative or summative assessments. As a staff, we know the normal working practice of each of our pupils, alongside any recommendations for Exam Access Arrangements from external agencies, and provide the same level of support in assessments. We want each assessment to be a true reflection of how a pupil works and these fit alongside teacher judgements to build up a rounded picture of the child.

Learning Environments

Our learning environments take into account the learning styles of our pupils. Where possible, we use Dyslexia Friendly fonts on displays and in any paper copies of resources or on the class whiteboard. We use pastel-coloured presentations to reduce visual stress and we ensure our learning environments are calm and accessible to all, to reduce over stimulation. We are continually striving to ensure that our classrooms meet the needs of our pupils and this remains a continuous and evolving journey as we learn more about what works for the needs of our pupils at LJS.

Co-Curriculum

We work together as a team to ensure that all pupils can access each co-curricular opportunity by using open communication and working to create strategies which are inclusive to all. Extra support may be required for some pupils which can be provided for by an additional adult, a change in the equipment or resources provided or the location or learning environment for the activity. We are consistently striving to improve and take advice and support from a range of sources to ensure we are providing the best opportunities we can as a school for each of our pupils.

Admissions

Into Reception

At LJS, we are a non-selective school and we work closely together as a team to identify new pupils who may potentially have a specific learning difference. The Educational Support Team work closely with the Assistant Head of Admissions and with the Reception Form Tutors and Teaching Assistants during the Induction Process to learn about our new pupils and how we can best adapt the curriculum for them. We also work very closely together with the parents and any previous educational settings, such as nurseries, to professionally discuss any areas of development or learning a child may be finding challenging.

Into Other Year Groups

Our Assistant Head of Admissions works closely with parents of new pupils coming into different year groups across the school. During that process, as an Educational Support Team we are contacted if a child has a specific diagnosis already, in the process of receiving one or finds a particular area of the curriculum a challenge. Best professional practice is if a new child to LJS has previously attended another educational setting, we receive information from them concerning the child. We can then use this, along with information from parents, to ensure that we are prepared to provide the best provision we can.

Transition

Year on Year

We are aware of how difficult it can be at the end of a school year when a child has to say goodbye to their form tutor and move up to the next year group. Relationships and a strong bond are formed throughout the academic year and there is always a little apprehension of moving into a new class. At LJS, we take care in ensuring there is a smooth transition process, not only with Move Up Days where pupils have an experience of their new class, but also with providing time for teaching staff to become very familiar with the learning history of their new pupils so they feel prepared, knowledgeable and empowered for the next academic year. It is important for us that every new year does not feel like the start of a new process. For families, we ensure that communication is clear and honest and we provide opportunities for parents to meet their child's new form tutor to ensure that the new team continues as smoothly as the previous year. The Educational Support Team helps throughout the process and are a vital resource in supporting the transition of pupil to their next year group.

Year 2 to Year 3

Moving from Year 2 to Year 3 means leaving Key Stage 1 (Years 1-2) and moving to Key Stage 2 (Years 3-6). This can feel like quite a jump, as there is a change in curriculum and teaching style. All parents, pupils and staff are supported through this process by the Educational Support Team and previous and new form tutors. All relevant information on an individual is passed on the next form tutor and we encourage parents and the new form tutor to begin communication as soon as they can to make sure the transition is as smooth as possible. The form tutor is always the first point of contact for families, and this should be especially the case with a child with SEND as they spend a high proportion of their time within their class.

Year 6 to Year 7

Moving from a primary to senior educational setting is always a big decision and one that takes time and careful consideration. LJS is the 4-11 setting for Oundle School; we are the primary years which in turn lead to the 11-18 setting for the senior school experience. For some of our pupils, Oundle is an excellent opportunity to continue their studies. We work exceptionally closely with the Educational Support Team at Oundle School and with Scott House (1st-2nd Form) to provide an effective and detailed handover regarding the provision we have provided at Laxton Junior and recommendations for the senior phase of their education. Parents and form tutors are involved every step of the way, so that as a team, the communication is clear and the transition is highly successful and beneficial for all involved.

Choosing the correct senior school for your child is an extremely important one and in our local area, we have a number of outstanding schools which all can provide an exceptional opportunity in your child's education journey. No matter which school you choose, or where you decide (in or outside of our locality), we provide the same high level of handover. Just as we take care to ensure each of our members of staff are knowledgeable about their learners, we provide the same information to senior schools. We have meetings with Admissions Teams, Heads of Years and Head Teachers; every school works differently and at LJS, we take care to work with each school to our full capability.

Staff Training

As a school, we are dedicated to ensuring that our staff have regular Continued Professional Development (CPD). As part of this process, the Educational Support Team monitor the continued need of the pupils in our school and whether any specific training is necessary for themselves or additional staff members. On a daily basis, we work with staff members, by supporting in teaching strategies and specific learning targets and how these can be achieved. For whole staff training, we provide this ourselves as a team, during CPD as part of staff meetings and INSET, including school wide training on Dyslexia or training may involve external agencies, as seen above, who conduct training on physiotherapy specifically for one child which needs to be completed in school. We tailor our training to the needs of the pupils in our school to ensure they are safe, cared for and provided for in all areas of the curriculum.

Evaluating Effectiveness

As the school expands, changes and develops, so does the needs of the pupils within the LJS family. The Educational Support Team, through excellent communication with form tutors, parents and external agencies and the upkeep of the SIS, know each and every need of the pupils we have in school. Due to this, we strive to ensure we are continually updating our resources, intervention programmes and our own skills through CPD so we are providing the best provision we can and making sure our knowledge and skills are up-to-date and relevant with current educational practice.

Monitoring

This policy is reviewed by Head of Educational Support, supported by the Assistant Head Academic and agreed upon by the Head Teacher. Although LJS is a member of the private sector for schools, this policy

follows the guidelines set out by the DfE Code of Practice 2014. This policy is reviewed bi-annually, however, when needed, this policy can and will be edited more regularly to ensure it is in line with the best educational practice and guidelines.

Linked Policies

This policy links to the following:

- Accessibility Plan
- Admissions Policy
- Assessment Policy
- Curriculum Policy
- EAL Policy
- Equal Opportunities Policy
- EYFS Policy
- Marking and Feedback Policy
- Teaching and Learning Policy

Reviewer	Jennifer Freeman
Post of Reviewer	Head of Educational Support
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