

Learning Support (SEND) Policy

Policy Code QSC/19	Authorisation Date September 2020	Next Review Date September 2021
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Associated Documents <ul style="list-style-type: none"> • Positive Mental Health Policy • Gifted and Talented Guidance • LS Guidance LS Self-Audit • LS Guidance Teachers Working with LSAs Handbook • LS Guidance Learning Support Assistant /TA Booklet • LS Guidance for Self Directed Learning • 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 • Golden Years strategy document • Work experience policy and smartsheet 		

1. PURPOSE

The fundamental principles of OneSchool Global Dunstable Campus (hereafter 'the 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), Regional SENDCOs, Learning Support Trustees, 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 support 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
CoP	Code of Practice
EHCP	Education, Health and Care Plan
LA	Local Authority
LDA	Learning Difficulty Assessment
Learning Support	Used interchangeably with SEND in the context of OSGUK
LO	Local Offer
LSA	Learning Support Assistant
LSCO	Learning Support Coordinator
OSGUK	OneSchool Global UK
RSENDSCO	Regional Special Educational Needs Coordinator
TA	Teaching Assistant

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 both teaching staff have very important 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 Learning Support relates to students showing significantly greater difficulty in learning than the majority of their age level peers and also students identified as gifted and talented who would benefit from advanced learning opportunities. The provision for these students is detailed in our separate Able, Gifted and Talented Policy.
- 4.2.4 Specific and on-going provision is made for students who have physical, emotional or intellectual disabilities.
- 4.2.5 Learning Support is the provision of in-class differentiated teaching and learning approaches, adapted programmes or learning environments, extra assistance and specialised equipment or materials to support students. The process will be overseen by a Campus Learning Support Committee.
- 4.2.6 Support is provided for all students so they acquire the knowledge, skills, understandings 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 Learning Support Handbook.
- 4.3.5 To use the ideas supported through the Dyslexia Aware Quality Mark and 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 Schools' Offer (Appendix 1).

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 Transition Phase
- 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.

4.6.3 Phase 1

- Phase 1 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, implementing the Dyslexia Aware Quality Mark 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 Learning Support Committee discuss the student and may add the student to the School Concern Register. This mirrors the Assess, Plan, Do, Review process at the SEN Support stage identified in the SEND Code of Practice 2015.
- Students at Phase 1 should have a Passport provided to teachers, to outline student's areas of need and support. This is to inform teacher planning.
- The student may qualify for access arrangements in examinations if this is normal way of working.

4.6.4 Phase 2

- Phase 2 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 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. The student may qualify for access arrangements in examinations if this is normal way of working.
- At phase 2, 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 Phase 2, there will always be a review to ensure the curriculum is accessible and balances stretch and challenge for the student, allowing them to make sustained and rapid progress from their starting point. Progress cannot be stifled by an inappropriate curriculum – either challenging to the point where it is not accessible, or not challenging enough.
- Pedagogic professionalism takes a central position when we are assessing the support a child needs. Assessment is carried out primarily by the teachers teaching the child, who are accountable for leading the necessary support. (Children and Families Act 2014; SEND Code of Practice 2015) (Learning Support Handbook 2018).

4.6.5 Phase 3

- When the campuses have explored all possible strategies available to them and the additional intensive Phase 2 support is not sufficient to assist the student to make reasonable progress, the campus will work with the LSCO/RSENDSCO to move to Phase 3 which is long term and substantial support. The student's response to such support can help identify their particular needs. Intensified support is then given to the student and a 'My Success Plan' should be completed which also includes an Intensified Learning Plan (ILP), a Pupil Passport and costed provision map. All consultation and collaboration is recorded on the 'My Success Plan'. 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 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 'My Success Plan' 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.

4.7 RECORD KEEPING

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

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 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, following the Assess, Plan, Do, Review approach to meet one particular student's needs. With the aid of intensified support the student's learning needs are met with the aim of preventing an increase, accumulation and diversification of the problems and helping, where possible, the student to return to Phase 1 support.
- 4.8.3 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 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 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

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

- 4.10.1 Parent voice will be gathered at least twice annually (October and May) 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 Phase 1, 2 or 3 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.

5. PROCEDURES

- 5.1 There will be four structures to maintain frequent communication and accountability between the LS Trustee, 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 Learning Support Committee meeting at least once termly. See appendix 7.
- 5.4 Termly Learning Support CA report to the OSG Board of Trustees See Appendix 8.
- 5.5 Weekly Campus Principal Report updates, to flag SEND matters that have been escalated to the Campus Principal for review.
- 5.6 Weekly CA report updates to flag SEND issues that have been escalated to them.

6. WONDER YEARS

- 6.1 Every September, 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 and the student and develop transition plans to enable them to access a personalized and appropriate provision when they join the campus.
- 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. GOLDEN YEARS

- 7.1 Golden Years 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 Golden Years student will have a personalized pathway developed from Year 9 as part of their Preparation for Adulthood.
- 7.4 Most Golden Years 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 Golden Years 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)

8.0 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 3 years.
- 8.2 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.
- 8.3 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.
- 8.4 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 but may also be published as part of another document such as the school development plan.

LS CA is: Marcus Magee

LSCO is: Karen Wright

Campus Learning Support Committee consists of: Laetitia Okunrinyo, Karen Wright, Colette Melly.

National Learning Support Committee consists of the following National Support Office Staff:

Adrian Diffey (COO)

Anthony Fryer (NLT)

Matt Phillips (Regional Principal)

Associate Principal responsible for Learning Support nationally Kate Edwards

- 8.5 The National Learning Support Committee will receive minutes from Campus Learning Support Committee meetings and will apply national learning and adjustments to procedures timely and as needed.
- 8.6 At the Campus we acknowledge that Learning Support is most effective when the following practice is evident:
- 8.6.1 All students are appropriately supported through well planned, effectively differentiated and personalised learning 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 who require additional learning support. Teachers will consult their LSCO/RSENDSCO and Senior Leadership team for advice, resources and coaching.
- 8.6.2 A qualified teacher (QTS) is named as the professional responsible for students with additional learning needs. This is usually the Campus Principal.
- 8.6.3 Where the Campus has a student with an Education, Health and Care plan, a qualified professional must direct the provision.

¹ Appendix 2 of Equal Opportunities Policy

- 8.6.4 OSGUK Campuses may employ qualified level 7 services for Access Arrangements and further school to school support in partnership with other schools.
- 8.6.5 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
- 8.6.6 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. They must undertake an audit of the whole school Learning Support provision annually, including Student Provision mapping.
- 8.6.7 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.
- 8.6.8 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' LSAs are consulted and they must be provided with a lesson plan in advance of the lesson, which identifies the differentiated learning objectives for the students they are supporting and clearly defines their supporting role.
- 8.6.9 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.
- 8.6.10 Teachers must have a clear plan for all lessons indicating:
- 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,
 - differentiated learning opportunities and routines for use of the learning environment,
 - My Success Plan and/or EHCP expected outcomes (or short term targets derived from the outcomes)
 - necessary resources.
- 8.6.11 Teachers must refer to Students' Passports, Intensified Learning Plans (ILP), 'My Success Plan' and EHCP as appropriate and demonstrate effective planning with longer term outcomes. These should be stored on SIMS so that they can be centrally accessible.
- 8.6.12 Clear, obtainable and personalised learning objectives are displayed and shared with all students through Canvas.
- 8.6.13 The OneSchool Way – Language of Learning is used in all learning situations.
- 8.6.14 All students receive well structured, accessible feedback (ref. Feedback Policy 2018), know and can explain how to improve their learning using the OneSchool Way Language of Learning.
- 8.6.15 Teachers have high but realistic expectations of all learners. All students can Orientate, Navigate and Explore within an assignment because it is well differentiated to meet their needs.
- 8.6.16 Rewards and praise guide the inclusive teaching.
- 8.6.17 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.
- 8.6.18 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.
- 8.6.19 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.
- 5.8 The Campus will publish the 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.

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>
- Data Protection Act 2018, <https://www.gov.uk/government/collections/data-protection-act-2018>
- Equality Act 2010, <https://www.gov.uk/definition-of-disability-under-equality-act-2010>
- Mental Capacity Act 2005, <http://www.legislation.gov.uk/ukpga/2005/9/contents>
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- 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 2018, 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
- 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 Schools Offer
- Appendix 2 Learning Support Handbook <https://oneschooluk.instructure.com/courses/15955>
- 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
- Appendix 5 NASEN: SEN support and the Graduated Approach.
- Appendix 6 Meeting between the LSCO/RLSCO and LS Trustee at least once termly.
- Appendix 7 Learning Support Committee meeting at least once termly.
- Appendix 8 Termly Learning Support Committee Report

VERSION CONTROL

Policy Code	Date	Version No.	Nature of Change
QSC/19	July 2020	6.0	Annual review. Updated to include wonder years and golden years
