

Learning Support (SEND) Policy

Policy Code QSC/19	Authorisation Date September 2023	Next Review Date September 2024
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Associated Documents <ul style="list-style-type: none"> • 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 		

1. PURPOSE

The fundamental principles of OneSchool Kenley 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), 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
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 Add this for (Scotland / Ireland)
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'.
- 4.2.3 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
- 4.2.4 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.
- 4.2.5 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.
- 4.2.6 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).

4.4 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 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.

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.
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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.

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. The Learning Support Coordinator will lead this process.
- 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. 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 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. 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 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 twice 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/RSENDCO and other campus staff:
- 5.2 Meeting between the LSCO/RSENDCO 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 Weekly Campus Principal Report updates, to flag SEND matters that have been escalated to the Campus Principal for review.
- 5.5 Weekly CA report updates to flag SEND issues that have been escalated to them.

In addition to this, the RSENDCO meets weekly with the Campus Principal and the Campus Learning Support Lead and at least once each half term with the District Principal.

6. WONDER YEARS

- 6.1 Every June, 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.
- 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 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.

9. Key roles

LS CA is: Gaius Owen

LSCO is: Charlotte Fernando

Campus Learning Support Committee consists of:

Katie Levett (Campus Principal)

Charlotte Fernando (LSCO)

Caroline Corio (Regional SENDCo)

Gaius Owen (CA for Learning Support)

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

Ross Robertson (UK MD)

Tim Browning (REC)

Caroline Gray (Regional Principal)

Director of Student Support nationally Kate Edwards

9.1 The National Learning Support Committee will receive national learning and adjustments from Campus Learning Support Committee meetings as needed.

9.2 Campus role

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

- 9.2.1 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/RSENDCO and Senior Leadership team for advice, resources and coaching.
- 9.2.2 A qualified teacher (QTS) is named as the professional responsible for students with additional learning needs. This is usually the Campus Principal.
 - 9.2.3 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)
 - 9.2.4 OSGUK Campuses may employ qualified level 7 services for Access Arrangements and further school to school support in partnership with other schools.
 - 9.2.5 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 Learning Support Development Plan.

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.

9.3.2 CPs attend a SEND review twice a year to discuss the provision in their campus with the Director of Student Support, the RSENDCo and the District Principal. This enables progress to be measured and goals to be set.

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. They must undertake an audit of the whole school Learning Support provision annually, including Student Provision mapping.

9.4.2 The Learning Support Coordinator will develop an annual campus SEND Development Plan which is reviewed regularly with the Campus Leadership Team and will contribute to the formation of the Campus SIP – School Improvement Plan.

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 organization 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' 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.
- 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 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,
 - individually considered 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.
- 9.4.7 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 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 objectives are displayed and shared with all students through Canvas.
- 9.4.9 The OneSchool Language of Learning is used in all learning situations.
- 9.4.10 All students receive well structured, accessible feedback (ref. Feedback Policy 2018, Primary Assessment Policy), know and can explain how to improve their learning using the OneSchool Language of Learning.
- 9.4.11 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.
- 9.4.12 Rewards and praise guide the inclusive teaching.
- 9.4.13 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.
- 9.4.14 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.
- 9.4.15 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 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/Part 3 of the Children and Families Act 2014,](http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted/Part%203%20of%20the%20Children%20and%20Families%20Act%202014)
- 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 \(gov.wales\)](https://gov.wales/keeping-learners-safe)
- Data Protection Act 2018, updated August 2020 <https://www.gov.uk/government/collections/data-protection-act-2018>
- [UK GDPR guidance and resources | ICO](https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/)

- 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 2023](#)
- 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://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

ATTACHMENTS

- Appendix 1 OSGUK SEND Information Report published on website
- Appendix 2 SEND Handbook <https://oneschooluk.instructure.com/courses/15955>
- 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 Meeting between the LSCO/SENDSCO and LS CA at least once termly.
- Appendix 7 Learning Support Committee meeting at least once termly.
- Appendix 8 Career Connections Global Guide
- Appendix 9 One page overview for Wonder Years – all documents on SEND Handbook

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.