



Learning Support Policy

Gateways School
Independent Day School for Boys and Girls

Rationale

Gateways School welcomes pupils with wide-ranging academic abilities and has high aspirations to ensure all pupils may reach their full potential. The school strives to provide a full and balanced curriculum for all its pupils in a professional and caring environment.

Learning support is a valuable resource in meeting this provision for pupils with individual needs. A pupil is considered to have individual needs if 'he/she has a significantly greater difficulty in learning than the majority of others of the same age'; or 'if he/she has a disability which either prevents or hinders him/her from making use of the educational facilities of a kind usually provided for peers' (Children and Families Act 2014).

For children aged two and above, learning support provision is that which is additional to and different from that made generally for children of the same age (SEND Code of Practice 2015).

This policy is informed by the Special Educational Needs and Disability Regulations 2014, which underpin the Children and Families Act 2014 and the SEND Code of Practice 2015 which remain current at the time of writing. It reflects the school's legal duties to identify, assess and support pupils with SEND and the school will monitor and respond accordingly to any updates arising from the SEND and Alternative Provision Improvement Plan (2023).

Responsibility for the coordination of Learning Support:

The teaching of students with individual needs is a whole school responsibility. There are two Heads of Learning Support for Gateways Prep and High School, respectively.

Mrs Samantha Dobson-Brear is responsible for overseeing Learning Support in the Prep School.

samantha.dobson-brear@gatewaysschool.co.uk

Mrs Susan Wilson is responsible for overseeing Learning Support in the High School.

susan.wilson@gatewaysschool.co.uk

Purpose

1. To state that all pupils are valued equally; each pupil is encouraged to develop her academic potential to the full and achievement is celebrated wherever it occurs.
2. To identify and meet the needs of students that are identified as having individual needs.

Reviewed: Autumn 2025

Next review: Autumn 2027

3. To enable pupils to access the broad and balanced curriculum and wider school opportunities.
4. To collaborate with staff and parents to ensure that appropriate provision is made to pupils requiring learning support.
5. To guarantee that those pupils with an Education, Health and Care plan (EHC plan) receive their full entitlement in terms of a broad, balanced and differentiated curriculum.
6. To create a framework of support that enables subject teachers to respond appropriately to the academic needs of pupils requiring learning support.
7. To provide support for pupils whose first language is not English, and identify through assessment, those students who may require further support in addition to that supplied to achieve this purpose.
8. To enable pupils receiving learning support to benefit fully from their education and to ensure that their needs throughout, or at any time, during their school career will be addressed

Gateways School is committed to promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values underpin our inclusive approach to learning support and are embedded across the curriculum and wider school life.

Learning English as an Additional Language (EAL) is not in itself a special educational need. However, pupils with EAL may also have SEND. The school will ensure that assessments and support distinguish between language acquisition needs and learning difficulties, using culturally sensitive approaches and specialist input where necessary.

Admission Process for prospective pupils

Gateways is an academically non-selective school, welcoming students who are looking for a broad curriculum with high expectations and a nurturing environment. Treating children as individuals is extremely important and the application process reflects this.

The school requires the parents of prospective pupils to provide information of any known or suspected special educational needs or disabilities at the time of application. The school reserves the right to take specialist advice from third parties on such matters and will respect the sensitivity and confidentiality of such information.

When prospective families visit the school, their child's additional needs should be discussed with either Mrs Dobson-Brear or Mrs Wilson. Pupils would be invited for a taster day in school, and all staff would be involved in supporting their individual needs. The school must feel reasonably sure that it is able to educate and develop the prospective pupil to the best of their potential throughout their time in school, subject to the legal obligation to make reasonable adjustments. The Head of Learning Support and pastoral team will oversee the pupil's taster day, to ensure that the school can effectively meet the pupil's needs. Occasionally, we may ask for the pupil to complete some summative assessments which help us to assess their overall ability and identify any weak areas.

Prospective parents should refer to the school's admission policy for further information.

Identification and Referrals

We cannot diagnose any specific learning difficulty or neurological condition within school. The Heads of Learning Support have some tools which can screen and identify certain challenges for a pupil which may indicate an educational need, but these will only be carried out with parental agreement, and results and next steps will be discussed between the Head of Learning Support and parents.

The school values the voice of pupils receiving learning support. Where appropriate, pupils will be involved in discussions about their support plans and encouraged to share feedback on their learning experiences. This input will inform ongoing provision and review.

Education Health Care Plans

We may not have the facilities and resources to support students with an EHC Plan who have complex needs and we are not a section 41 school on the Department for Education's approved list as a named provision for students with EHC Plans. However, the school will consider applications from all pupils and prospective pupils regardless of special educational needs and disability in line with our admissions policy.

For pupils with complex needs, the school will conduct individual risk assessments to ensure their safety and wellbeing. These assessments will be reviewed regularly and shared with relevant staff, in line with the school's Health and Safety Policy and the Independent School Standards Regulations 2014.

The Graduated Approach across the whole school includes assessments followed by plans of support and provision which are regularly reviewed. This procedure is as follows for each part of the school.

High School

- Entrance assessments, CAT scores, SATs results (if available) and any previous school records provide initial evidence for the assessment of learning support requirements. MidYIS testing takes place in the autumn term. D quartile pupils are identified and monitored carefully.
- Setting in mathematics is arranged so that pupils receive appropriate levels of challenge regardless of ability levels. In U4 pupils are also set in science.
- Pupils with an EHC plan should receive the correct support as outlined in that statement and this should be reviewed annually.
- Through differentiation in other subjects, pupils are provided with work suited to their academic ability and are continually encouraged to explore different areas of the curriculum.
- Pupils receiving learning support at Key Stage 3 generally use the time released by a reduction in their foreign language provision, or another subject with prior

Reviewed: Autumn 2025

Next review: Autumn 2027

agreement between parents, SENCo and school. These lessons are spent in one to one or small group sessions with the Head of Learning Support or Learning Support Tutors focussing on gaps in core subject knowledge, study skills and/or specific intervention programmes.

- Pupils receiving learning support at Key Stage 4 generally use the time released by a reduction in the number of GCSEs studied (predominantly by reduction of a foreign language or another subject with permission), to enhance the quality of their work and have support in core subject areas, with revision and the use of specific intervention programmes.
- For children with English as an additional language, information is gathered from all aspects of a pupil's performance in school, as well as information about their language skills, and will form the basis of any additional support which benefits their overall curriculum learning.
- Staff concerns about individual pupils are taken to the Head of Learning Support who will consult with whole staff and triangulate with parents and professional bodies where relevant.
- The Head of Learning Support holds a weekly Pupil Update meeting. An updated list of pupils recommended to learning support is available on the management drive in Learning Support.
- 'Pupil Passports' for individual pupils are available to staff on the management drive.

Any screenings completed in school with a pupil must be previously discussed and agreed between form tutors, parents and the Head of Learning Support.

Prep/EYFS

- Early Learning Goals are used as a basis for tracking pupils through the Early Years Foundation Stage into Prep and are used to inform future planning with differentiation.
- Admission tests, CAT scores and any previous school records provide further evidence for the assessment of learning support requirements.
- Setting in English and Mathematics is arranged so that pupils receive appropriate levels of challenge regardless of ability levels. The Head of Learning Support will arrange for support to pupils when/where possible.
- Learning support in Prep focuses on development of literacy and/or numeracy skills. It takes place in one-to-one or small group sessions inside or outside the classroom as appropriate. Learning Support Assistants, working under the direction of the Head of Learning Support and/or the class teacher, supervise these.
- Through differentiation in other subjects, pupils are provided with work suited to their academic ability and are continually encouraged to explore different areas of the curriculum.
- For pupils with specific and complex needs, a pupil passport will be drawn up between parents and the Head of Learning Support, and then shared with staff to ensure consistent provision is provided.

- Staff concerns about individual pupils are taken to the Head of Learning Support who will consult with other staff and triangulate with parents and professional bodies where relevant.
- The Head of Learning Support holds a weekly pupil update meeting. This is an opportunity for staff to raise concerns about a pupil's academic progress and/or discuss and update staff on pupils' needs.
- Pupils with an EHC plan should receive the correct support as outlined in that plan, and this should be reviewed annually.
- For children with English as an additional language, information is gathered from all aspects of a pupil's performance in school, as well as information about their language skills, and will form the basis of any additional support which benefits their overall curriculum learning.

Conclusion

This policy should be viewed in conjunction with Gateways Admissions Policy, Education Policy, Equal Opportunities Policy, EAL Policy, EYFS Policy and the Safeguarding Policy and Procedures. The Head, Head of the Prep School and Head of Early Years will review this policy regularly. It is devised to give equal opportunity and access to all pupils in line with Gateways ethos and in line with the Equality Act 2010.

The school's governing body maintains oversight of SEND provision, ensuring compliance with statutory duties and promoting inclusive practice. A designated governor will liaise with the Heads of Learning Support to monitor provision and outcomes.