

# LEARNING SUPPORT (SEND) POLICY

<b>POLICY NUMBER &amp; CATEGORY</b>	<b>QSC/19</b>	<b>Quality &amp; Standards</b>
<b>VERSION NO &amp; DATE</b>	<b>4</b>	<b>June 2018</b>
<b>RATIFYING COMMITTEE</b>	<b>Trustee Board Meeting</b>	
<b>DATE RATIFIED</b>		
<b>RATIFIED BY (TRUSTEE SIGNATURES)</b>		
<b>ANTICIPATED REVIEW DATE:</b>	<b>June 2019</b>	
<b>POLICY LEAD</b>	<b>Matt Phillips</b>	
<b>POLICY AUTHOR (if different from above)</b>		

## **POLICY CONTEXT**

- The fundamental principles of Focus School Dunstable and Northampton 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.
- 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.

## **POLICY REQUIREMENT (see Section 2)**

- The aims of this Learning Support policy are:
  1. To ensure equality of educational opportunity and access for all Focus students in accordance with the Equality Act 2010. See Focus Equality of Opportunity Policy.
  2. 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.
  3. 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. To concentrate on raising the level of achievement of all students in Focus schools including those with additional Learning Support needs.
  5. To ensure an inclusive approach to learning is applied to all Focus students including those with Learning Support needs in accordance with the Focus Learning Support Handbook.
  6. To implement the Dyslexia Aware Quality Mark and Self Directed Learning standards through the graduated approach.
  7. To assist Learning Support Trustees, Regional Learning Support Coordinators and Learning Support Coordinators in leading Learning Support provision in Focus schools effectively according to Appendices 1, 2, 3 and 4.
  8. To be read in conjunction with, and inclusive to other Focus Schools' policies and the Focus Schools' Offer (Appendix 1).

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# 1 INTRODUCTION

## 1.1 Rationale

- 1.1.1 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.
- 1.1.2 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 Special Educational Needs, to achieve the best that they possibly can.
- 1.1.3 These values and beliefs are reflected in the ethos and values of the school notably “Integrity, Care and Compassion, Respect, Responsibility and Commitment.”
- 1.1.4 We will work in a close partnership with parents and the community.
- 1.1.5 This Policy works alongside the SEND Code of Practice 2015, Children Act 1989, the Children and Families Act 2014, the Equality Act 2010 and other school policies such as The Assessment Policy, The Mental Health Policy and The Behaviour Policy and is embedded in the self-directed learning culture of the campus.
- 1.1.6 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 Head teacher, the Learning Support Coordinator and all other members of staff both teaching staff have very important day-to-day responsibilities.

## 1.2 Scope

- 1.2.1 This policy applies to all Headteachers, Learning Support Coordinators (LSCOs), Regional LSCOs, Learning Support Trustees, teachers, learning support assistants and any additional support staff who work with students in the school or in the Focus National Support Office.
- 1.2.2 It is the expectation that the Headteachers, RLSCOs, LSCOs, teachers and Learning Support Assistants (LSAs)/Teaching Assistants (TAs) will demonstrate best practice in implementing the principles and practices outlined in this policy.
- 1.2.3 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.

## 1.3 Principles

- 1.3.1 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
- 1.3.2 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.
- 1.3.3 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.

- 1.3.4** Specific and on-going provision is made for students who have physical, emotional or intellectual disabilities.
- 1.3.5** Learning Support is the provision of in-class differentiated teaching and learning approaches, adapted programs or learning environments, extra assistance and specialised equipment or materials to support students. The process will be overseen by a Campus Learning Support Committee.
- 1.3.6** 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.
- 1.3.7** 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.

## **2 POLICY**

**2.1** Learning Support and LS provision in the Campus is a cyclical process.

**2.2** We follow the Focus Learning Support Process that is clearly set out in the Focus Learning Support Handbook 2018. The rationale of the Learning Support Process upholds regularity, flexibility, review and continuity of the support, using the Graduated Approach. The aim is to enable teachers to focus effectively on each individual student's learning. The cycle of support may begin at any stage of the child's time in school and continue throughout the education cycle or be intermittently applied.

**2.3** The support will begin well before the child enters the Campus with the Transition Phase where identification processes and data collection is made through discussions with the parents, visits to the student's infant or primary school as well as enquiries concerning any known learning needs, arrangements or plans. This includes any history of SEND in the immediate family that will help the campus to provide thorough and well planned support to the family and student.

### **2.4 The Graduated Approach:**

**2.4.1** This is central to the Learning Support Handbook and all of our practice at the Campus.

**2.4.2** 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.

**2.4.3** SEN 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.

**2.4.4** The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

**2.4.5** 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 personalised:

- 2.4.6** Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning
- 2.4.7** Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes.
- 2.4.8** 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.
- 2.4.9** For full details of the graduated approach, see appendix 5 – NASEN: SEN support and the Graduated Approach.

### **Phases of Learning Support**

- 2.5** 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.

### **2.6 Transition Phase**

- 2.6.1** 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 (Trustees, Headteachers, teachers and support assistants in addition to health personnel, educational psychologists and all who work with the child) are all bound under the 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.

### **2.7 Phase 1**

- 2.7.1** 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.
- 2.7.2** 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.
- 2.7.3** The student may qualify for access arrangements in examinations if this is normal way of working.

### **2.8 Phase 2**

- 2.8.1** 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.

- 2.8.2 The class or subject teacher, working with the RLSCO/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 school, 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.
- 2.8.3 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.
- 2.8.4 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.
- 2.8.5 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).

### 2.9 Phase 3

- 2.9.1 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/RLSCO 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.
- 2.9.2 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.
- 2.9.3 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.
- 2.9.4 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.

**2.9.5** The student may qualify for access arrangements in examinations if this is normal way of working.

## **2.10 Record Keeping:**

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

## **2.11 General**

**2.11.1** 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/RLSCO, flexibly changing teaching approaches. Specialist school to school support will also be employed timely and as needed.

**2.11.2** 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.

**2.11.3** 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 school should utilise all the support methods during the different phases of support.

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

**2.11.5** The school is committed to creating learning programmes and an inclusive learning environment that meet the educational and welfare needs of each student, and to nurture the attitudes and skills necessary for continual learning and personal growth throughout life

## **2.12 Student voice**

**2.12.1** 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/RLSCO and Head Teacher will agree on how to tailor student voice in each case and will validate those decision through the Learning Support Committee.

## **2.13 Parent Voice**

**2.13.1** 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 school. 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 Head Teacher.

### 3 PROCEDURE

3.1 There will be four structures to maintain frequent communication and accountability between the LS Trustee, Head Teacher, LSCO/RLSCO and other campus staff:

- 3.1.1 Meeting between the LSCO/RLSCO and LS Trustee at least once termly. See appendix 6.
- 3.1.2 Learning Support Committee meeting at least once termly. See appendix 7.
- 3.1.3 Termly Learning Support Trustee report to the Trust. See Appendix 8.
- 3.1.4 Weekly Head Teacher Report updates, to flag SEND matters that have been escalated to the Head Teacher for review.

**LS Trustee is:** Brendon Tunley

**LSCO is:** Michelle Howlett

**Campus Learning Support Committee** consists of: Toby Nutt, Michelle Howlett, Colette Melly, Brendon Tunley

3.2 **The National Learning Support Committee** - is made up of the following National Support Office Staff: Adrian Diffey (COO), Terry Arnett (NLT), Anthony Fryer (NLT), Matt Phillips (Regional Principal), Associate Principal responsible for Learning Support nationally; Heli Laiho-Murdoch

- 3.2.1 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.
- 3.3 At the Campus we acknowledge that Learning Support is most effective when the following practice is evident:
- 3.3.1 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/RLSCO and Senior Leadership team for advice, resources and coaching.
  - 3.3.2 A qualified teacher (QTS) is named as the professional responsible for students with additional learning needs. This is usually the Head Teacher.
  - 3.3.3 Where the Campus has a student with an Education, Health and Care plan, a qualified professional must direct the provision.
  - 3.3.4 Focus Schools may employ qualified level 7 services for Access Arrangements and further school to school support in partnership with other schools.
  - 3.3.5 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 Learning Support Coordinator.
  - 3.3.6 The campus Learning Support leaders must keep up to date to fulfil their responsibilities and adhere to current Focus 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.
  - 3.3.7 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.

- 3.3.8** 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' learning support assistants 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.
- 3.3.9** 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.
- 3.3.10** 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.
- 3.3.11** 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.
- 3.3.12** Clear, obtainable and personalised learning objectives are displayed and shared with all students through Canvas.
- 3.3.13** The OneSchool Way – Language of Learning is used in all learning situations.
- 3.3.14** 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.
- 3.3.15** 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.
- 3.3.16** Rewards and praise guide the inclusive teaching.
- 3.3.17** 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.
- 3.3.18** 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.
- 3.3.19** 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.
- 3.4** 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.

## 4.0 RESPONSIBILITIES

Post(s)	Responsibilities	Ref
Trustees	<ul style="list-style-type: none"> <li>retain overall responsibility for ensuring the needs of students with additional learning needs or disabilities are met within the Campus.</li> <li>Ensure the Equality Act 2010 is met for all students and that the Children and Families Act 2014 is applied.</li> </ul>	
Headteacher	<ul style="list-style-type: none"> <li>work closely with campus LS Trustee and the LS staff to implement the Learning Support policy, overseeing effective LS provision and ensuring the roles and responsibilities for LS are fulfilled.</li> </ul>	

## 5.0 REFERENCE DOCUMENTS

- Focus Positive Mental Health Policy and Procedure (2018)
- Focus LS Gifted and Talented Guidance 2017
- Focus LS Guidance LS Self-Audit
- Focus LS Guidance Teachers Working with LSAs Handbook 2017
- Focus LS Guidance Learning Support Assistant /TA Booklet 2017
- Focus LS Guidance for Self Directed Learning 2017
- Admissions Statement
- Anti-Bullying Policy
- Assessment Policy 2018
- Attendance Policy
- Behaviour Management Policy
- Child Protection and Safeguarding Policy and Handbook
- Curriculum Policies including Primary and Secondary Curriculum Policy Statements
- Teaching and Learning Policy
- Data Protection Policy
- Equality of Opportunity Policy including Accessibility Audit and Plan
- Enrolment Application Form
- Examination Policy Handbook
- Exclusion Policy
- Feedback Policy
- Health and Safety Policy and Procedures
- ICT Policy

- Physical Control Policy
- School Prospectus
- Work Experience Policy
- 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, [www.lawcentreni.org/data-protection.html](http://www.lawcentreni.org/data-protection.html)
- Equality Act 2010, <https://www.gov.uk/definition-of-disability-under-equality-act-2010>
- Focus Policy, Procedure & Guidance Manual Index
- Health and Safety Executive (HSE) guidance, [www.hse.gov.uk/guidance](http://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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)
- Keeping Children Safe in Education, [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](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](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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/435512/MHA_Code_of_Practice.PDF)
- Supporting students at school with medical conditions, [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/306952/Statutory\\_guidance\\_on\\_supporting\\_students\\_at\\_school\\_with\\_medical\\_conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_students_at_school_with_medical_conditions.pdf)

## 6.0 GLOSSARY

**C / YP = Children and Young People**

**CAMHS = Children and Adolescent Mental Health Service**

**CoP = Code of Practice**

**EHC P = Education, Health and Care Plan**

**LA = Local Authority**

**LDA = Learning Difficulty Assessment**

**LO = Local Offer**

**LSCO = Learning Support Coordinator**

**RLSCO = Regional Learning Support Coordinator**

**SIS = School Inspection Service**

**SEND = Special Educational Needs and Disabilities**

## 7.0 AUDIT AND ASSURANCE

Element to be monitored	Lead	Tool	Freq	Reporting Arrangements	Acting on Recommendations and Lead(S)	Change in Practice and Lessons to be shared

## 8.0 APPENDICES

[Appendix 1 Focus Schools Offer](#)

[Appendix 2 Focus Learning Trust Learning Support Handbook Supplement](#)

[Appendix 3a LSCo Job Description and Person Specification and Roles and Responsibilities](#)

[Appendix 3b Specialist Teacher Job Description and Person Specification](#)

[Appendix 4 Model Policy for Intimate Care and Care Plan](#)

[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 Trustee report to the Trust.](#)

