

Learning Support Policy

Reviewed: September 2026



Version Control Information

Reason for Amendment	Name	Date	Main changes
Annual review	DCR	January 2017	Combined Junior and Senior School policies into one document Clarified charging arrangements.
Review of EAL provision	DCR	June 2017	Clarification of the arrangements for students with English as an Additional Language- Section 13
Recommendations of ISI Inspector	AMM	February 2018	Removal of conditional tenses
Annual Review	CPG/NT	March 2019	References to Pupil Passports and in class support
Annual Review	CPG/NT/ AMM	March 2020	Updated information about assessment and access arrangements
Annual Review	CPG/JCD/ AMM	April 2021	To reflect new staffing structure and in class support
Annual Review	AMM	September 2022	Updated staffing structure
Annual Review	AMM	August 2023	Updated related policies
Review of structure	KRS	September 2023	Amendments to structure and staffing section
Minor clarifications	Bursar	January 2024	
Annual Review	JCD/KLN	August 2024	In line with current practice.
Annual Review	KLN	September 2025	SS: section 9 – amended methods of assessment used in SS
Annual Review	AKB NXC	February 2026 February 2026	In line with current practice
Annual Review	KLN	September 2026	In line with current practice

Other Related Documents

- Equality Act 2010;
- Children and Families Act 2014;
- Special Educational Needs and Disability Code of Practice: 0-25yrs (2015);
- Keeping Children Safe in Education 2026;



1 White Paper: Every child achieving and thriving (February 2026).

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1 Introduction

Learning support at Eltham College is guided by the 2015 SEND Code of Practice: 0-25 Years, which promotes a whole-school approach to SEND. High-quality teaching is the first response to additional needs, with a clear focus on outcomes and inclusion.

The Code emphasises collaboration between students, families, and professionals across education, health, and social care. It promotes inclusive practice, the removal of barriers to learning, and preparation for adulthood through a holistic, child-centred approach.

This policy also takes account of the Local Offer provided by Bromley LEA. Services across education, health and social care are to be jointly commissioned.

2 Definitions

According to the 2015 Code of Practice, a child has a special educational need if they require special educational provision due to a learning difficulty or disability.

A child is considered to have learning difficulties if they:

- Have significantly greater difficulty in learning than the majority of students of the same age;
- Have a disability that prevents or hinders use of educational facilities at school;

The school adheres to the Special Educational Needs and Disability Act 2001, which prohibits all schools from discriminating against disabled students in their admissions arrangements and the education provided. Reasonable adjustments must be made to accommodate the needs of students with SEND.

3 Equal Opportunities

Eltham College acknowledges its duties under the Equality Act 2010 and the Special Educational Needs and Disability Act 2001 and this is set out in the school's Ethos and Aims, Pastoral Care policies. The care of each student is central to the school's aims and provision.

We are committed to:

- Promoting understanding of diverse perspectives and rights;
- Encouraging respect for differences in age, disability, race, religion, sex, and sexual orientation;
- Modelling inclusive behaviour through staff conduct;
- Valuing cultural and ethnic diversity;
- Embedding equal opportunities within the curriculum.



4 SEND Aims of the School

The school's SEND aims are underpinned by the principles of the 2015 Code of Practice which states that schools should:

- Identify and support students with specific educational needs through a whole school approach, whilst working in partnership with parents and relevant outside agencies;
- Provide access to a broad and balanced curriculum and co-curricular opportunities;
- Set ambitious targets for students with SEND, and monitor progress towards these;
- Review SEND provision regularly to ensure impact;
- Promote personal and social development;
- Base approaches on evidence-informed practice;
- Involve students and parents in decision-making;
- Respect the views and aspirations of students and families;
- Prepare students effectively for adulthood.

5 Special Educational Provision Means:

Provision which is additional to or different from that made generally for students of the same age.

At Eltham College, this may include:

- In-class support from Learning Support staff;
- Individual or small-group lessons;
- Social and communication skills groups;
- Differentiated teaching by subject staff;
- Appropriate access arrangements.

6 Roles and Responsibilities

Leadership and Structure

The school has:

- SENDCO (Junior School)
- Head of Learning Support (Assistant Head) (Senior School)
- Trainee SENCO (Senior School)
- Learning Support Assistants across both Junior and Senior schools (LSAs)
- Administrative support assistant (Senior School)

The Senior School SEND department is line-managed by the Deputy Head Academic; the Junior SEND department is line-managed by the Junior Head.



The Heads of Learning Support/SENDCO in the Senior School and Junior School:

Responsibilities include:

- Overseeing policy implementation;
- Coordinating SEND provision and maintaining the SEND register;
- Managing records, pupil passports, and progress reviews;
- Liaising with staff, parents, and external agencies;
- Leading screening programmes (Years 7, 9 and new joiners);
- Supporting staff through training and guidance;
- Managing access arrangements and evidence;
- Supporting transition from Junior and feeder schools to the Senior school and Sixth Form;
- Keeping provision aligned with current legislation and best practice;
- Reporting to SLT and managing resources and budget;
- Conducting EHCP reviews.

Learning Support Assistants:

Responsibilities include:

- Assisting the Head of Learning Support/SENDCO in the Senior and Junior Schools to ensure that the diverse learning needs of students are met through focused in class support and programmes of individual one-to-one and group support;
- Working with class teachers to ensure individuals on the SEND register and others needing support can fulfil their academic potential;
- Assisting with record keeping, screening, monitoring and reviewing student progress.
- Promoting the school's ethos whereby the personal development of the child is the shared common goal;
- Contributing to the implementation and review of EHC Plans;
- Assisting in the administration of access arrangements, especially for internal examinations;
- Liaising with staff, parents and external professionals.

Teaching Staff:

Responsibilities include:

- Promoting the progress of all students;
- Following the guidance set out in pupil passports and using SEND information effectively;
- Providing high-quality differentiated teaching;
- Referring SEND concerns appropriately;
- Liaising with Learning Support, including the Heads of Learning Support/SENDCO and Learning Support Assistants.
- Engaging in SEND training, and implementing best SEND practice.



Role of Parents

The school works closely with parents, who play a vital role in supporting students. Concerns should be raised initially with the Form Tutor.

Where an external assessment is recommended:

- Parents must consult the school before proceeding;
- Parents should use recommended assessors where there is a trusted working relationship with the school.
- Reports must meet JCQ requirements.
- The school may not be able to accept reports carried out by assessors with whom a relationship with the school does not exist.
- Referrals are the parents' responsibility;

The school will ensure that there is regular communication regarding a student's academic progress, and this takes the form of parents' evenings, written reports and grade cards. In the Junior School, there will be an end-of-year meeting for Year 6 parents to review progress and set targets to enable a smooth transition to the senior school.

Governing Body

The Governing Body pays due regard to the 2015 Code of Practice when carrying out its duties. Governors are updated periodically through the Junior and Senior School Committees on the implementation of the Learning Support policy.

7 Admissions

Students with SEND, including those with EHCPs, are welcome to apply for a place at Eltham College in line with the admissions policy. Admission is subject to:

- Meeting the assessment criteria for acceptance once appropriate access arrangements are in place, in line with JCQ criteria;
- The school's ability to meet educational and pastoral needs through reasonable adjustments;
- The student's ability to access to the curriculum with available support.

8 Identification, Assessment and Provision

Early identification is key. The school uses appropriate screening, assessment and observation tools to identify students with additional needs.

Some students joining Eltham College (usually in Years 3, 7 and 12) may have already had their needs assessed. These students will be placed on the SEND register and a pupil passport will be created by the relevant Head of Learning Support/SENDSCO with the pupil and other key stakeholders to ensure the appropriate level of support. The plan will include targets and strategies which will be decided together.



As students develop, their participation in their provision will also develop. The school will encourage this independence, self-advocacy and self-awareness in relation to their specific differences and provision.

School processes for identification

Junior School

- Use of screening tools/ questionnaires where appropriate
- Collating evidence from subject teachers:
- Listening to parent and student views;
- Screening where possible;
- Lesson observations;
- Further targeted assessment in consultation with parents;
- Formal assessment by an external professional;
- For higher levels of needs, specialised assessments may be used by an occupational therapist, psychiatrist, paediatric specialist, visual or hearing impairment staff, or other appropriately accredited specialist;

Senior School

- Standardised baseline aptitude tools, such as MIDYIS, YELLIS and ALIS.
- Screening in Years 7 and 9, to flag potential difficulties and eligibility for exam access arrangements.
- Gathering evidence based upon student progress, expectations of progress and appropriate data. This will include high quality and accurate formative and summative assessment;
- Gathering evidence from teacher observations and lesson observations;
- Listening to parent and student views;
- Full assessments completed by an appropriately qualified specialist teacher or psychologist who has an established relationship with the school. Prior to assessment, the school will provide background information to the assessor to ensure that the school and the assessor are working together.
- For high needs, specialised assessments may be used from an occupational therapist, psychiatrist, paediatric specialist, visual or hearing impairment staff, or other appropriately accredited specialist;

Identification at any stage

Needs may be identified through

- Staff observations in reference to high quality formative and summative assessments, and their professional judgement.
- Informal assessment by the Learning Support Department;
- Formal assessment by an external professional who has an established relationship with the school.

Once a learning or medical need is established, the Learning Support Department will create a pupil passport in collaboration with the student and, where appropriate, their parents and Head of Year, and shared with teachers and parents. The passport will identify strengths, areas that require support and effective teaching and learning strategies, and it will be reviewed at least annually. The student will be



entered on to the SEND register and their status logged on ISAMs. The student's progress is monitored and support adjusted as required.

9 Monitoring and Progress

Adequate progress includes:

- Narrowing attainment gaps with peers;
- Improved rate of progress;
- Broad access to the curriculum;
- Greater independence, and personal and social development;
- Improved student behaviour;
- Preparation for further education or employment.

Monitoring methods include:

- Classroom observations;
- Work scrutiny;
- Staff feedback;
- Target reviews;
- Parent and student input;
- Attainment tracking;
- Pastoral liaison;
- Standardised testing where appropriate.

10 Education Health Care Plans (EHCPs)

If a student continues to have significant difficulties and the school has taken relevant and purposeful action to meet the needs of the young person, parents or the school can request an Education, Health and Care Plan needs assessment from the Local Authority. The school will support this process, while keeping abreast of ongoing changes to the Government policy.

11 Provision

Provision offered by the school (which forms the basis of the consideration of applications at the point of admission):

- Full-time education in classes with additional help and support by the subject teacher through differentiation, informed by pupil passports;
- Targeted in-class support, delivered by the subject teacher and/or Learning Support Assistants;
- Targeted withdrawal sessions to work with a member of the Learning Support Department or another member of staff on literacy, numeracy, study skills or social and communication skills; in the Junior school, participation in English or Maths booster groups.



- A graduated response approach (Appendix 1).
- The four-part cycle: assess, plan, do and review.

12 Access Arrangements for Examinations

Regulations

Regulations for access arrangements are determined by the Joint Council for Qualifications (JCQ) and other relevant awarding bodies.

Access arrangements allow candidates with specific needs to access assessments and show what they know and can do without changing the demands of the assessment. In line with the Equality Act 2010, awarding bodies can make reasonable adjustments where a candidate would be at a substantial disadvantage in comparison to someone who is not disabled.

In order to justify the requirement for a specific access arrangement, the centre must demonstrate how a candidate would be at a substantial disadvantage in comparison to someone who is not disabled or experiencing a need if the arrangement were not in place. The arrangement must be the student's normal way of working and appropriate to their needs.

As an Examinations Centre, the school is required to ensure that any adjustments are based upon evidence of need and do not unreasonably advantage a candidate.

School procedures for access arrangements

- External reports inform but do not guarantee access arrangements. Reports form an important part of the student's history of need and should always be submitted to the Head of Learning Support as soon as possible.
- Screening in Years 7, 9, and 12 contributes to the picture of need;
- Decisions are based on long-term evidence and the reasoned and experienced judgements of the Heads of Learning Support;
- The Heads of Learning Support will refer students who meet the criteria for extra time to the school's associated Access Arrangements Assessor. In line with JCQ regulations, no assessment of a learning need carried out prior to Year 9 can be used to apply for access arrangements in public examinations, including those carried out by our recommended specialist assessors or other specialists.
- JCQ deadlines apply;
- Final decisions rest with the school.

Given the importance of building up a picture of need over a period of time, normally more than one term is needed to make a final decision regarding access arrangements. The JCQ deadline for processing access arrangements by schools is usually in March of the examination year, except in cases of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the deadline.



13 Charging

There is no charge for support provided within existing provision.

Parents are responsible for:

- Diagnostic assessments;
- Specialist provision beyond school resources.

14 Students with English as an Additional Language (EAL)

We recognise that EAL is not a SEND need but that students with EAL may require language support. Identification of EAL needs begins at the admissions stage and the screening processes at entry points provide an additional indicator of difficulties. Responsibility thereafter lies within the English department. However, the Learning Support team will work alongside English teachers to offer guidance and may contribute towards the support of EAL students where appropriate. Teachers will be provided with strategies to support them in specific actions that promote the development of language acquisition in class.

On admission, parents are asked whether their children predominantly speak another language at home and the first language they acquired. The first spoken language is recorded.

15 Learning Support Homework

There is no set homework allocation for this subject.

16 Record Keeping

It is the responsibility of the Head of Learning Support/SENDCO to maintain up-to-date and accurate student records. These include:

- Pupil passports;
- SEND register;
- ISAMs information;
- Teaching notes, observations, target and review records;
- Written reports of parent meetings and decisions;
- Access Arrangements spreadsheet (Senior School);

Scanned copies of internal exams indicating need or the application of access arrangements(Senior School).

17 Working in Partnership with Parents

The school shares progress regularly and involves parents in decision-making.

Communication includes:



- Meetings, in person and via Teams, and phone calls
- Email communication about updates, observations and arrangements for exams
- Parents' evenings and other parent-facing events;
- Student transition events;
- Transition meetings with key stakeholders.

18 Health and Safety

Learning Support staff comply with the school's Health and Safety Policy, ensuring safe environments and reporting concerns appropriately.

Appendix 1 – Graduated Response at Eltham College

Universal – academic (available to all)	Targeted – academic (available to some)	Specialist
Differentiation within the lesson Differentiated homework tasks Visual aids (e.g. visual timetables, reading rulers, reminders) Dual coding – written and spoken instructions Use of writing frames, scaffolding tasks Clear and explicit modelling of skills by teacher Access to homework/subject clubs (Senior School only) Revision classes Study skills classes with Elevate Education (Senior School only) Structured routines, clear expectations and boundaries, clear system of sanctions and rewards PSHE/Wellbeing programme (e.g. understanding discrimination and stereotypes, coping with emotions, resilience etc.) Lunch clubs in Learning Support	Setting for specific groups (Junior School) Strategies for individuals e.g. time out cards Targeted support for specific groups for literacy/numeracy Student passports/student profiles Access arrangements in tests and exams 1:1 withdrawal for specialist teaching Flexible timetabling/flexible curriculum (Senior School) Use of ICT/laptop for classwork and homework Targeted study skills support for specific students In-class support ELSA sessions	Specialist professionals: occupational therapist, paediatrician etc. Visiting clinical psychologist Access Arrangements Assessor Counselling



Universal – pastoral (available to all)	Targeted – pastoral (available to some)	
Peer mentoring support in Junior School and for Year 7 students in Senior School Support from Form Tutor (e.g. organisational skills) Support from Section Head (Senior School) Support from school nursing staff Encouragement in extra-curricular activities	Time out for medical conditions Friendship group support	