



ST. JULIAN'S
SCHOOL FOUNDED IN **1932**

Learning Support Policy

Reviewed May 2024. Updated for the academic year 2026/27.

1. Introduction

The Learning Support Team supports students with a variety of learning differences to reach their full potential. The aim of all support is to encourage students to develop ownership of, and independence in, their learning.

2. What types of needs can be accommodated at St. Julian's School?

St. Julian's is a mainstream provision that can typically meet the needs of students with difficulties in the mild to moderate range. This relates to the level of difficulty the student experiences in accessing the curriculum successfully.

The school can typically meet the needs of students with:

- A mild to moderate learning difficulty, where the student is likely to be able to access the curriculum (including the school's GCSE and IB programmes) alongside their peers on an ongoing basis
- A social/emotional/behavioural need, where the student can develop the independence and self-regulation necessary to meet the expectations of the school's behaviour policy without continual 1:1 support
- A mental health need, where the student can be supported to keep themselves and others safe within a mainstream context
- A mild to moderate physical disability, where the student can safely navigate the school campus and access the mainstream curriculum
- A medical need where the student's care plan is compatible with the medical services available within the school

The school's capacity to meet an individual student's needs will be determined at the point of admission and at regular intervals as their needs evolve. This review will include input from the student's family, teaching staff, learning support specialists, and, if appropriate, the student themselves. Parents/guardians may be required to commission additional specialist assessment of their child's needs in order to support this review process. The final decision as to whether the school can meet the needs of a student on an ongoing basis will be determined by the Head of School.

3. How are students with learning support needs identified?

Students with additional needs may be identified through the following routes:

- At the point of admission: This includes information shared with the school through the initial application form, or in discussions between the school, the

student, and their family. When a student transfers from another school, the St. Julian's Learning Support Team will liaise with the Learning Support Team from the previous school to confirm details of the students' needs and the support they have had in place in the past. When a student transfers between different sections of St. Julian's School, this information is automatically transferred so that the student experiences continuity of provision.

- Baseline assessments: All students undergo baseline testing using cognitive ability tests at regular intervals. These assessments are well established in UK and international schools. They provide standardised and UK-normed scores for a range of skills (e.g. vocabulary, non-verbal skills, and maths). The tests may identify areas of need that warrant further investigation. In such cases, the school will contact parents/guardians to discuss additional investigation.
- Referral from a member of teaching staff: Members of teaching staff develop a good understanding of students' learning profiles through their day-to-day teaching and, therefore, are well-placed to identify how a student's needs may manifest in the classroom. A teacher or other staff member may pass their observations to the Learning Support Team for further investigation. Where this happens, the school will contact parents/guardians to discuss next steps.
- Referral from a parent/guardian: Parents/guardians may contact their child's class teacher or form tutor to ask for advice if they have concerns about their child's learning or progress. This staff member will liaise with the Learning Support Team to determine the necessary action.
- Self-referral: Students may get in touch with the Learning Support Team to discuss their learning and progress

After receiving a referral, a member of the Learning Support Team conducts an initial review, including consideration of whether further specialist assessment is necessary.

4. Specialist Assessment

In cases where a student exhibits signs of a learning need that has not been previously identified, parents/guardians will be invited to discuss next steps, including potential assessment pathways. At this point, the school may request consent for additional specialist assessment to determine the nature of the student's needs and what reasonable adjustments might be appropriate to meet those needs in school.

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The School's Learning Support Team has the capacity to conduct some specialist assessments in-house. This is part of the school's standard offer and does not incur additional costs for parents/guardians.

Sometimes, a more detailed assessment from an external professional is required. In such cases, parents will be asked to commission an assessment by an external educational psychologist and/or other professional. This is not included in the school's standard offer and is paid for by parents/guardians. External assessments must be

conducted in consultation with the school and assessments conducted without the involvement of the school may not be accepted. This is particularly important in cases where students may be eligible for examination access arrangements. Parents/guardians should refer to the External Specialist Assessment Policy for further details.

5. The Learning Support Register

Students with additional needs are recorded on the Learning Support Register, with categories of support defined as follows:

- Level 1: This student has an identified need requiring specific support strategies in the classroom.
- Level 2: This student is likely to require targeted intervention to meet their needs.
- Level 3: This student has more significant needs and is likely to receive support from a range of professionals.
- Monitoring: The Learning Support Team is tracking this student's learning and progress. This may be because an investigation of need is in process or because the student has previously received targeted support. After a period of review, the student may be removed from the register.

As their needs evolve, students may move between different levels on the Learning Support Register. Parents/guardians will be invited to participate in reviewing a student's level of need.

6. Support and Intervention

Planning for the needs of a diverse range of students is an integrated aspect of the school's approach to teaching and learning, and the central role of the Learning Support Team is to work collaboratively with teachers to ensure that the environment is appropriately adapted to meet the needs of all students in the classroom.

To ensure continuity of classroom instruction, students will only be withdrawn for targeted interventions when there is a clear and documented need for individualised support that cannot be effectively delivered within the regular classroom setting. Any intervention will take place for a set time period with fixed aims and expected outcomes. It is important to note that learning support intervention is an integral part of the school's provision.

While decisions about a student's placement on the Learning Support Register and the intervention provided to them ultimately rest with the Head of Learning Support, the school will always invite parents/guardians to collaborate with the Learning Support Team in planning support for their child.

7. Personal Learning Assistants (PLAs)

A small number of students with specific needs may require the support of a Personal Learning Assistant (PLA) for a period of time. A PLA typically accompanies a student to their lessons to provide in-class support and, depending on the student's needs, may also withdraw the student from class on occasion for 1:1 support sessions.

It is important to balance the possible advantages (i.e. a high degree of personalised intervention) with the potential disadvantages (e.g. possible impact on the student's social and emotional wellbeing) of PLA support.

Therefore, the school will only employ a Personal Learning Assistant in situations where:

- All other reasonable adjustments and intervention routes have been exhausted without success
- The school has reasonable confidence that PLA support will enable the student to make accelerated progress and access the curriculum successfully

In accordance with the school's safeguarding procedures, a PLA may also be required in specific circumstances where a student requires additional support to keep themselves or others safe.

The employment of a Personal Learning Assistant incurs additional fees.

8. Examination Access Arrangements

Students with special educational needs and/or a disability (SEND) may be entitled to examination access arrangements. These are adjustments made by examination bodies to ensure that students with specific needs (or temporary injuries) can access examinations without being at a substantial disadvantage compared to those without a profile of SEND. It is important to note that, for the international qualifications, a diagnosis of a disability or special educational need does not confer automatic entitlement to access arrangements, and schools must apply for access arrangements on a case-by-case basis to the qualification awarding body. Parents/guardians must refer to the External Specialist Assessment Policy for further details.

POLICY APPROVAL	
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Approved by the Board of Governors	11 June 204
Next review	May 2026