



GRANGE SCHOOL
A Culture of Continuous Improvement

UNIQUE LEARNING (UL) POLICY
2025/2026 Academic Year


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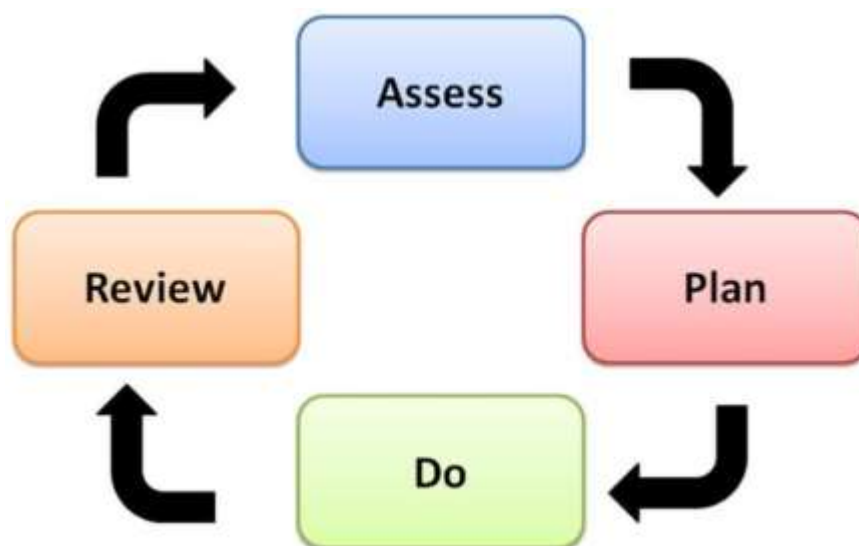
UNIQUE LEARNING (UL) POLICY

1. AIMS AND OBJECTIVES

Our Unique Learning Policy and Information Report aims to set out how our school will support and make provisions for pupils with unique learning needs (Unique Learners). It is a whole- school resource with the aim to address pupils' learning differences, and instill in each child a lifelong love for learning that encourages them to aim high, work and achieve the best they can.

It will ensure all unique learners are able to fully access the school curriculum by reducing/removing barriers to learning through a graduated approach- Assess, Plan, Do and Review.

2. THE UNIQUE LERNING (UL) GRADUATED APPROACH.



Assess:

The school will analyse each child's unique needs using the class/subject teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and school expectation for the year group, as well as the views and experience of parents, the child's views and where necessary, an online assessment profile (SNAP) as well as educational psychological assessments are administered.

Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Plan:

Planning will involve consultation between the teachers, Unique Learning Coordinator, parents and if necessary, external unique learning practitioners who work with the child, to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parents may be asked to reinforce or contribute to progress at home. All those working with the pupil will be informed of each child's unique needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Some children, though not all children with Unique Learning Needs will have Individual Education Plan (IEP).

Do:

The class/subject teachers remain responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with Teaching Assistants and Unique Learning Staff to plan and assess the impact of support and interventions.

Review:

Reviews of a child's progress will be made regularly-at least two times per year. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class/subject teachers, in conjunction with the UL Coordinator will revise the support based on the child's progress and make any necessary amendments in consultation with parents, the pupil and external professionals working with the child, if any.

Responsibilities

The Head of School, the Secondary and Primary School Heads and the Unique Learning Coordinator are responsible for determining the content of the policy. The UL Coordinator has the day-to-day responsibility for the operation of the UL policy and the co-ordination of specific provisions made to support individual child with UL. The class and subject teachers remain responsible for working with the child on a daily basis and should work closely with teaching assistants (TAs) and/or UL Staff to plan effective differentiation in class.

The Unique Learning Team led by the UL Coordinator, coordinates additional support involving small group or one-to-one interventions in class and out of the main class.

The Unique Learning Team includes;

1. The Unique Learning Coordinator,
2. The Unique Learning Teachers,
3. The Teaching Assistants,
4. The child's individual learning facilitators and where necessary, the external professionals who are involved in the child's schooling.

They continually develop effective ways to overcome barriers to individual child's learning, by assessing every child's needs, drawing up appropriate learning targets, providing support for improvement and ensuring that exam access arrangement is made available where necessary.

They work closely with Pastoral and Academic colleagues to ensure that a consistently responsive, whole-school approach is maintained and personalized learning goals are in place to help support and challenge every student to reach their potential academically, socially and emotionally. We acknowledge and emphasise that it is the responsibility of everyone in the school to ensure that every student is included, celebrated and catered for.

Monitoring and Evaluating:

This policy will be monitored as part of the school's monitoring and evaluation programme.

Inclusion and Equality Statement

Grange School is committed to delivering inclusive education to meet our children's individual needs. We recognize the entitlement of all children to a broad and balance curriculum. We have adopted a whole school approach to UL practice and we acknowledge the need for high expectations and suitable targets for all children.

3. LEGISLATION AND GUIDANCE

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\)Code of Practice 2021](#).

DEFINITIONS

- The Children and Families Act 2014 explains that a child or young person has special educational needs if they have a learning difficulty or disability. Grange School has adopted the term Unique Learners to describe children with special education needs, and we focus on their abilities, not difficulties or disabilities. We believe that most of the children are able to meet the same achievement standards as all children if given the necessary provisions and accommodations.
- **Unique Learners:** Yes, every child is unique in abilities, but for Grange School, unique learners refers to children who push the boundaries of “average”, whose individual learning needs are significantly different from most children of same age and class, and calls for special provisions and accommodations.
They are children with dyslexia, autism, ADHD, dyscalculia, dysgraphia, gifted and talented, English as a Second Language (ESL) and more.
- **Unique Learning (UL)** is a term used to describe the provisions and accommodations designed to help unique learners in mainstream schools.

- Gifted and talented children also have unique needs different from what is generally provided in classrooms.
- A child is considered gifted and/or talented when his/her ability is significantly above the norm for his/her age, requiring additional support and accommodations to challenge and stimulate him/her to maximise his/her potential. Gifted and Talented may manifest in one or more domains such as; intellectual, creative, artistic, leadership, athletic, or in a specific academic field such as language arts, mathematics or science.
- Unique Needs of Gifted Children:
 - There is the need for education to be filled to the child's intellectual level and areas of talent.
 - There is the need for the child to find "true peers" - other children of similar ability and age.
 - There is the need for an unusually responsive environment, as the child at high promise also requires extraordinary targeted input for the full realization of high potential.
 - There is the need for professionals who understand the accelerated developmental path of these children and who can respond to their, at times, accelerated and unusual emotional needs.

4. ROLES AND RESPONSIBILITIES

4.1 The Head of School

The Head of School will:

- Help to raise awareness of UL at Governing Council Meetings
- Monitor the quality and effectiveness of UL provision within the school and update the governing board on this.
- Work with the head teachers and UL Coordinator to determine the strategic development of the UL policy and provisions.

4.2 The Secondary and Primary Schools Heads:

The Secondary and Primary School Heads will:

- Work with the UL Coordinator and the Head of School to determine

the strategic development of the UL policy and provision within the school.

- Have overall responsibility for the provision and progress of learners with SEN.

4.3 The Unique Learning (UL) Coordinator

The UL Coordinator will:

- Work with the Head of School, Primary and Secondary Schools' Head teachers, to determine the strategic development of the UL policy and provision in the school.
- Have day-to-day responsibility for the operation of this UL policy and the co-ordination of specific provision made to support individual unique learner.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that unique learners receive appropriate support and high-quality education.
- Advise on the graduated approach to providing UL support.
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs.
- Be the point of contact for external agencies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all unique learners.

4.4 Class Teachers

Each class/subject teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with teaching assistants, and/or other members of the unique learning team to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the UL Coordinator to review each pupil's progress and decide on any changes to provision.
- Ensuring they follow this UL policy.

4.5 Teaching Assistants/ Learning Facilitators:

The role of teaching assistants involves:

- Working with pupils to provide relevant support
- Working closely with the class teacher, SEN Staff to meet the pupil's learning needs.
- Supporting the whole class while the teacher focuses on teaching a child or group of children with special education needs.
- Supporting small groups of pupils towards attaining their targets.
- Supporting individual children towards attaining their targets.
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEN.
- Developing positive working relationships with parents and colleagues.
- Assisting with the recording and monitoring of pupils' progress
- Attending Individual Education Meetings and team meetings, and undertaking relevant professional development trainings.

The role of learning facilitator involves:

- Working with individual pupils to provide relevant support both in class and one-on-one sessions outside class.
- Working closely with the class teacher, SEN Staff to meet the pupil's learning needs.
- Where there are more than one child with SEN, the learning facilitator support each of the children on one-to-one/ small group towards attaining their individual IEP targets.
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEN.
- Developing positive working relationships with teachers and colleague.
- Assisting with the recording and monitoring of pupils' progress
- Attending Individual Education Meetings and team meetings, and undertaking relevant professional developments programmes

4.6 Pupils

The school will actively ensure the involvement of pupils in their education as follows:

- Invite the pupil to attend all or part of planning meetings.
- If a plan is written, discuss the IEP with the pupil
- Encourage the child to comment on his or her SEN provision through an appropriate

method (example; drawing a picture or writing, talking about their learning needs).

- Involve the child in measuring their academic and behavioral progress.

4.6 Parents/Guardians

The parents/guardian roles are:

- 5 To provide every necessary school record at the point of the child's admission into the school.
- 6 To attend planning meetings concerning their child and provide information on the child's strength and weaknesses at home, background information on the child's history and development, and information on any family factors that may affect the child's learning.
- 7 To listen to their child's teachers so they can practice at home, and to have the teachers hear their thoughts so they can follow through at school.
- 8 To offer insight into whether current strategies and instruction are helping the child learn and provide suggestions for change and improvement.
- 9 To keep careful records of their child's education, including any testing and any IEP reports. Find a way to file these carefully so that they have them on hand readily if needed.
- 10 To learn as much as they can about their child's special needs.
- 11 To accompany their child throughout important school and life transitions. Their input at each transition (from one year group/key-stage to the other) can ensure that appropriate learning support are in place and increase the chances of the child's success in the new session.

4.7 Admission Officer:

The admission officer is responsible for:

- Requesting school/family records when a child starts school or transfers from another school/setting. This includes details of pupil's family background record, academic and pastoral records, educational psychological assessment record and IEP if applicable.
- Creating files and documenting all records of new pupils.
- Referring new pupils with educational psychological assessment and individual education plan to the SEN Coordinator.

- Referring new pupils with English as an Additional Language to the SEN Coordinator.
- Referring new pupils with record of being on the gifted and talented register in their previous school to the SEN Coordinator.

5. SEN INFORMATION REPORT

5.1 The kinds of SEN that are provided for:

Grange School currently has different provisions for a range of children with mild to moderate needs in cognition, behaviour, physical and social skills.

Although with strong commitment to inclusive education, Grange School is aware that some children may have severe to profound needs and this require more specialized interventions and busy therapy schedules than what is being offered in the school. As such Grange school is not able to make provision for such children but would make appropriate referrals based on children's peculiar needs.

Grange School therefore provides support for the following categories of needs:

- **Cognitive needs-** Children with specific learning difficulties; dyslexia, ADHD, autism, dyscalculia, dysgraphia and their comorbidities.
- **Communication and interaction needs** - Children who may have difficulties with expressing themselves or may not grasp the rules of social interaction, but have shown potential for academic work.
- **Social, emotional, and mental health needs** - emotional needs can manifest in manyways, including those who become withdrawn or who display challenging behaviour.
- **Physical needs** - Children who may have no significant cognitive difficulties but with physical impairments that require additional support (provided by the parents) to navigate the school environment (including stair cases over three floors).
- **Gifted and Talent Provisions Needs-** Gifted or talented in specific subjects and skill areas.

5.2 Identifying pupils with SEN and assessing their needs

We assess each pupil's current skills and levels of attainment on entry; during entrance exams, which will build on previous settings and Key Stages, where appropriate. As students perform in school, class teachers make regular assessments of progress for all and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than academic attainment, for example, social skills. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment for the child's class. We use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and weakness.
- We take into account the parents' concern for the pupil.
- Everyone understands the agreed outcomes sought for the pupil.
- Everyone is clear on the next steps.
- Notes of these early discussions is added to the pupil's record and given to their parents.
- We formally notify parents when it is decided that a pupil will begin SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach; the four-part cycle of **assess, plan, do, review**.

The class or subject teacher works with the SEN Coordinator to carry out a clear analysis of the pupil's needs. This draws on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers.
- The views and experience of parents.
- The pupil's own views.

Further assessments if necessary:

- The Special Needs Assessment Profile (SNAP).
- The Educational Psychological Assessments.
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We review the effectiveness of the support and interventions and their impact on the pupil's progress at least twice in a year.

5.5 Supporting pupils moving between phases and preparing for adulthood

Through detailed reports, we share information with the school, college, or other institution the pupil is moving to. We agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Class/subject teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This is differentiated for individual students.

We also provide the following additional support/interventions:

One-to-one and small group interventions for students with specific or general learning difficulties as follows:

- In-class support for ADD, ADHD; and students struggling with executive functioning and organizational skills.
- Phonics, guided reading, spelling and creative writing interventions for children with dyslexia and general language difficulties.
- Verbal and written comprehension exercises for children with dyslexia and general language difficulties.
- Numeracy interventions for pupils struggling with the basic mathematical

operations, word problems and other mathematical operations requiring multiple steps.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum and learning outcomes in lessons to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. Adapting our resources and staffing.
- Using recommended aids, such as laptops, colored overlays, visual timetables, larger font size, augmenting texts with pictures, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, breaking instructions and tasks into manageable chunks, reading instructions aloud, etc.
- Differentiating expectations, for example, giving different project expectations and different Grade Point Average Targets for promotion to the next class.
- Differentiating exam mode and expectations, for example, providing access arrangements and accommodations for tests and exams.

5.8 Additional support for learning

We have teaching assistants in all classes in Early Years through Key-Stage One.

There is a teaching assistant for each year group in Key Stage 2- The support of the TA is scheduled around the classes (2-3 classes) in each year group.

There are 6 learning facilitators working with specific individual pupils in some/all lessons- ensuring the individual pupil's learning, behavioural and social needs are met.

In addition, a SEN Teacher with the SEN Coordinator, has scheduled visits to all classes into observe lessons, monitor children's performance and provide individual support in some lessons.

The Learning Support Staff (Teaching assistants, SEN teacher and learning facilitators) support students on a 1:1 basis when the student has specific learning difficulty (ies) that impedes his/her learning in a general class.

Learning Support Staff (Teaching assistants, SEN Teacher and the Learning Facilitators) support students in small groups when a small group of students have similar support needs and can work together to same objective(s).

5.9 Expertise and Training of Staff

The SEN Coordinator works full time in Grange school to manage SEN provisions.

The SENCo works with a team of a SEN Teacher, 10 Teaching Assistants and six learning facilitators who are trained to deliver SEN provision.

Teaching Staff have been trained in these areas:

- SEND Code of Practice - EduCare CPD - Taken by SEN Coordinator SEN Staff and some teachers.
- Dyslexia Awareness for International School- EduCare CPD -Taken by all teachers and Teaching Assistants.
- Identifying and supporting student with Dyslexia - Dyslexia Nigeria-Onsite Training- Taken by 20 staff members.
- Making Effective Use of Teaching Assistant- EduCare CPD -Taken by All teachers who work with TAS and their TAs.
- Reflective Safeguarding Practice for International Schools- EduCare CPD - Taken by all teachers and TA's.

5.10 Securing equipment and facilities

The SENCo recommends resources and sends to the School Heads who approves and includes them into the Whole School Budget for the Year.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Monitoring by the SENCo
- Using provision maps to measure progress
- Recording and tracking attainment of students and assessment data

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN.

- All our extra-curricular activities and school visits are available to all Grange pupils.
- All pupils are encouraged to go on our school trip(s).
- All pupils are encouraged to take part in sports day/school plays.
- No pupil is ever excluded from taking part in these activities because of his/her SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the School Council
- Pupils with SEN are also encouraged to be part of School clubs and teams to promote teamwork/building friendships

5.15 Involving External Agencies:

The SEN Coordinator seeks advice and support from external agencies in the identification and assessment of SEN, and in providing specialist support to individual pupils.

The SEN Coordinator is the designated person responsible for liaising with:

- Early Years Assessment Team
- Education Psychology Services
- Behaviour Support Services
- Speech and Language Services
- Other Specialist Outreach Services

5.14 Complaints about SEN provision

Complaints about SEN provision in our school are made to the class teacher/SEN Staff, then to SEN Coordinator in the first instance. Procedures for raising concerns or complaints are covered in the Grange Communications and complaints policy.

6. MONITORING ARRANGEMENTS

This policy is approved by the Head of School.

This policy will be reviewed by the Head of School, Head Teachers and SENCo every year. It will also be updated if any changes to the information are made during the year.