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Additional Learning Policy

St Aubyn's School

Introduction

All pupils have learning needs. Some pupils have additional support needs. At whatever level of study, it is our role to accommodate these individual requirements. The majority of pupils will have their needs met within the teaching framework, but a significant minority will require additional support. Effective additional support is dependent on early identification of need.

Learning Difficulties and Disabilities

Context and Definition

St Aubyn's is a non-selective school at the main point of entry in Nursery and Reception. We aim to deliver a broad based curriculum to which every child in our care has full access regardless of learning difficulty or disability. Nearly half of our pupils are listed as having English as an Additional Language and we consider their needs to be different from, but integrated with our approach to supporting Special Educational Needs.

Statement of Intent

We offer support, experience and resources to help resolve difficulties and promote positive solutions for pupils experiencing barriers to their learning.

We employ a range of strategies to achieve this including:

- Identification and assessment of individual needs including recommending referral to specialists where appropriate
- Designing individual learning programmes
- Withdrawing pupils for group or individual lessons
- Advising and working with colleagues
- Liaising with external agencies
- Communicating with parents

We are committed to equal opportunities and show due regard in our work, policy and procedures to the Special Educational Needs and Disability Code of Practice: 0-25 years (2014).

Physical Accessibility

We recognise that some children with special Educational needs may also have physical disabilities. The School's Accessibility Plan and Disability Policy outlines ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

Procedures

Staffing

Learning Support from Pre Prep to Year 5 is delivered in the first instance by class and subject teachers, supplemented by additional support from the Head of Additional Learning and teaching assistants. In the Senior School, support is delivered by subject teachers with additional support provided by a designated Higher Level TA. The Head of Additional Learning has day-to-day responsibility for coordinating provision throughout the School and reports to the Deputy Head (Academic).

Please note: Although not a direct point of contact, the Heads of Department (Nursery, Pre Prep, Middle and Senior School) remain updated and informed at all times about issues relating to the welfare of children in their respective departments both academically and socially.

Assessment and Identification of Needs

A pupil's needs may become apparent through the following:

- Staff experience and expertise
- Teaching within the Nursery or classrooms
- Assessment procedures i.e. Early Years Foundation Stage Profile, annual reading and spelling tests, GL Assessments, NGRT
- Parental concerns
- Further assessment and screening undertaken by the Learning Support staff
- For older pupils, self-referral
- Reports from outside agencies. We will recommend that parents arrange specialist assessments when we think further information about a child would be helpful. Parents may also make their own decision to ask for a report. Children sometimes enter the School with an existing report. In all cases we will take note of the contents of reports and make such arrangements we consider are appropriate.

Stages of Intervention

Initial Concerns

- Initial concern is noted by class teacher (or subject specialist in Seniors). Differentiated work and a range of strategies are used and the child is monitored.
- Progress is made - NO FURTHER ACTION - Differentiation is continued.
- Inadequate progress made: class teacher/subject specialist feeds back to the Head of Additional Learning and completes an Initial Concern form (see appendix). The Head of Department is informed.
- The Head of Additional Learning observes the child in class/scrutinises work/completes initial assessments. An informal discussion is held with parents by class teacher/subject specialist.

Additional Learning Register

- The class teacher/subject specialist, in consultation with the Head of Additional Learning, sets targets and decides how a child will be supported. The child is entered on the Additional Learning Register outlining his/her needs, the support to be given and how progress will be monitored. Parents will be informed and given the opportunity to discuss the intervention further. Support will be delivered in class and through withdrawal as needed.
- Targets are reviewed termly by the class teacher/subject specialist and the Head of Additional Learning. The Head of Additional Learning updates targets on the Additional Learning Register as necessary and re-issues it to all staff

- Parents will be informed of their child's progress through informal meetings, normal reporting procedures or parents' evenings.

Pupil Profiles (PPs)

- Some children will have Pupil Profiles (PPs) to set out the additional individual support they need. Formal conversation takes place with parents and class teacher/subject specialist (and Head of Additional Learning if appropriate) about the PP.
- The PP is distributed to all staff in contact with the pupil. The child is included on the Additional Learning Register (see above) to summarise the PP.
- Support will be delivered in class and through withdrawal as specified. The Head of Additional Learning monitors support given through regular meetings and informal discussions with the Learning Support team.
- PP targets are reviewed termly by the class teacher/subject specialist and the Head of Additional Learning. The Head of Additional Learning updates the PP.
- PPs are re-issued to parents as before. The updated Additional Learning Register is checked and re-issued to all staff by the Head of Additional Learning

External Specialist Assessments and Reports

If at any point there are additional concerns about individual pupils, the following procedures will be followed:

- If dyslexia is suspected at any time, a Bangor Dyslexia and Pearson DST initial screening tests may be administered. (Parents will be informed prior to the test). If there are positive indicators, parents will be advised to take their child for a specialist assessment. (Prior to 7+ this test is inappropriate but younger pupils with difficulties will be monitored and receive appropriate support.) The School has links with The Sheila Ferrari School of Dyslexia, a specialist dyslexia centre to which parents may take their children for diagnosis and weekly lessons (fees are payable to the Centre). Alternatively Waltham Forest Dyslexia Association also offers a diagnostic assessment service for which we hold relevant details.
- Parents may be recommended to take their child for assessment by an Educational Psychologist for other assessments.
- Parents may also be advised to take children for speech therapy, eye and vision tests etc.
- Pupils who subsequently receive a report are highlighted on the Additional Learning Register by the Head of Additional Learning. The report is copied to all relevant staff. The pupil's support is tailored as appropriate taking account of provision recommended by the specialists although he/she may not necessarily need a PP. Support will continue in class or through withdrawal as outlined above.

- The report and consequent provision will be discussed with parents. Classroom teachers maintain close contact with the parents. The Head of Additional Learning is also available should parents require further discussion regarding provision.
- The updated Additional Learning Register (and PP if appropriate) will be distributed to all staff.
- Should parents not follow our recommendations regarding arranging specialist assessment, they will be asked to discuss this further. If they still decide not to pursue assessment, they will be sent a letter setting out the School's position.

Should parents take their child for assessment at their own discretion, the following procedures will apply:

- Two copies of the report should be provided for school, one for the class teacher and one for the Head of Additional Learning. The report will be made available for the Head of Department and Head Teacher immediately, where they will be made aware of any concerns. The report may also be copied to other relevant staff in due course (see appendix for distribution list)
- The class teacher and parents should look through the report together. Appropriate strategies and interventions will be discussed. The pupil's support will be tailored as appropriate taking account of provision recommended by the specialists. The pupil may not necessarily need a PP and support will take place in class or through withdrawal as outlined above. The pupil will be placed on the Additional Learning Register.

Education Health Care Plans

If, following all of the above, inadequate progress continues to be made by the pupil it may be necessary for parents to consider applying for an Education Health Care plan, which is issued by the Local Education Authority. This process may open doors to further specialist assessment and support.

Statements of Special Educational Need have been modified to become Education Health Care Plans (EHCPs). Recent legislation outlined in the 2014 Code of Practice, in relation to EHCPs does not apply to independent schools.

In cases where an independent school is named on a child's EHCP, the Local Authority is responsible for meeting the full cost of the provision by making payments directly to the School. In cases where an independent school is not named on a young person's EHCP, and the parents choose to place them in an independent school, it is open to the Local Authority to make a contribution towards the cost of the arrangements in order to assist the parents, but the Authority is not obliged to do so.

(Extract from a letter by Russell Ewens, Funding Policy Unit, Department for Education, 2014)

Procedures in Further Detail

Withdrawal

When pupils are withdrawn for support, the first priority is to ensure that they continue to access a broad based curriculum. They will be withdrawn for no more than 45 mins (Pre Prep/Middle School) and 55 mins (Senior School) at a time, usually once or twice a week. Ideally, pupils are withdrawn for literacy support during a literacy lesson and for maths during a maths lesson so they do not miss access to other subjects. This is dependent on timetable constraints. Withdrawal sessions are usually in small groups (no more than 4 or 5), although there is also some one-to-one work (e.g. to follow a specific reading programme).

Content of work during withdrawal sessions will endeavour to link to weekly planning provided by the class teacher/Head of English/ maths when relevant. However, this will always be in conjunction with the pupil's particular targets as listed on the Additional Learning Register or PP. This can be adapted, however, to suit specific needs as they arise. The sessions are taken in Pre Prep and Middle School by the Head of Additional Learning or by a TA under her direction. In the Senior School sessions are taken by the Head of Additional Learning or a Higher Level TA. Progress is monitored and information is fed back to the classroom teacher and Heads of Department.

If appropriate, targeted teaching may be provided within the classroom environment also. This might be carried out by the class teacher, a TA under the direction of the class teacher, or the Head of Additional Learning.

Advising and working with colleagues

- The LS team works closely with classroom teachers to ensure children receive appropriate support and their progress is monitored. Good communication between the classroom teacher and relevant learning support staff enables regular and productive communication with parents. We aim to be proactive in this regard but parents are always able to make appointments to see the Head of Additional Learning should they so wish.
- The Head of Additional Learning can suggest appropriate teaching resources and can provide advice on specific difficulties. They can also refer classroom teachers to useful materials in the LS Room or the staff resources section of the School library. A list of resources in the Learning Support Room is categorised by subject and a catalogue is saved on the non-pupil shared area.
- The Head of Additional Learning makes use of regular assessments made by classroom teachers throughout the School to monitor and screen literacy and numeracy skills. These assessments take place throughout the School year based upon requirements in individual departments.
- The Head of Additional Learning monitors exam procedures and enables access by all pupils through appropriate arrangements, both internal and external, for children who cannot cope with the normal procedures. Arrangements for internal exams will vary according to department.
- Targets on the Additional Learning Register and PPs are evaluated termly by the Head of Additional Learning, together with class teachers. Updated targets are discussed with pupils, this is then communicated to parents who can comment on the targets. (As regards pupils, this may be age appropriate).

The Continuum of Intervention

Initial concerns about a child may not necessarily lead to additional learning support. However, once the child's rate of progress has been identified as inadequate, despite having appropriate learning experiences, differentiated learning opportunities should be provided. Regular and frequent monitoring of the child's progress by the class teacher will show whether the provision is being effective.

Different opportunities or alternative approaches to learning may be indicated if progress is still inadequate. The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupil's difficulties, the key test of how far their learning needs are being met is whether they are making *adequate progress*. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

After gathering information from school, parents and the child (where appropriate) and any further assessment considered advisable, targets and strategies can be drawn up by the class teacher in consultation with the Head of Additional Learning, the parents and the child. In the event that this level of intervention does not enable the child to make satisfactory progress the Head of Additional Learning, following discussion with the Head of Department and Deputy Head Curriculum, may seek advice and support from external agencies.

Pupil Profiles (PPs)

Some children will have PPs to meet their specific, individual additional learning needs. These may be related to literacy and numeracy and/or other subjects such as PE or DT. They may also cover behavioural needs.

PPs focus on up to three or four key individual targets and include information about:

- The pupil's strengths and weaknesses
- The short term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place

They only include details about what is in addition to, or different from the differentiated curriculum that is in place for all children.

PPs are kept under review and may be adjusted accordingly, following discussion with all staff involved. However, every PP is reviewed on a termly basis by the class teacher in consultation with

the Head of Additional Learning where appropriate. Parents are consulted, either formally in a meeting or informally and the child is consulted. Parents are given a copy of the PP when it is first prepared and also when it is updated. They will also be able to discuss their child's progress at parent consultation evenings.

Targets on PPs should link closely with targets given on children's individual reports. This enables work in class to be reinforced in withdrawal and support sessions.

Children with PPs will be entered on the Additional Learning Register.

Additional Learning Register

All children receiving Learning Support, in or out of the classroom, with or without a PP, will be entered on the Additional Learning Register. Children who are not receiving additional support, but about whom there are some concerns, are carefully monitored and these children too will be (briefly) noted on the Additional Learning Register. The Additional Learning Register can be accessed by all staff, so that any teacher who works with a child will know if there are concerns related to the child's progress and can adapt their teaching accordingly.

The Additional Learning Register summarises each child's needs, their current targets and any specific difficulties they may have (e.g. dyslexia). It sets out the support the child is given and how progress towards achieving the targets will be monitored. It also records assessment scores, date of birth and any other information that may be relevant to teaching staff.

As noted above, targets are reviewed termly by the class teacher (or subject specialist) together with the Head of Additional Learning and the Additional Learning Register is updated accordingly. It is checked and re-issued to staff by the Head of Additional Learning. Parents will be informed of their child's progress through informal meetings, normal reporting procedures or parents' evenings.

Support Materials and Resources

In addition to classroom strategies, different teaching materials and methods and specialised equipment may be used. Support materials and equipment are used as appropriate at St Aubyn's, including laptops where applicable. A range of resources, available to all staff, is kept in the LS room. A catalogue of these resources can be found on the computer network. Reference materials on a variety of learning difficulties are also available to all staff in the LS Room, on the computer network and are in the staff resource area in the Library.

Exam Procedures

It is the School's policy that children should be enabled to show what they know rather than what they do not know in tests and exams. In the Senior School, extra time is allowed wherever a pupil's reading or writing speed is below his or her age level or wherever proof reading is essential. Where appropriate, pupils may have questions read to them or be allowed to check their understanding of a question. In Middle School, children can have maths and science questions read to them.

In public exams, the official guidelines are followed. Future schools are contacted to discuss the need for extra time in Common Entrance and other entry tests.

Concerns

Should any teacher, parent or child have any concerns about Learning Support provision they can refer to the School concerns and complaint procedure.

Confidentiality

Learning Support records, whilst accessible to staff who need them, are kept confidential. However, the specific needs of individual children will be discussed by class teachers during handover meetings as pupils progress through the School.

INSET

All staff at St. Aubyn's attend regular conferences and training days in their own specialism. There are also regular INSET days held at school on topics of general concern. Learning support is included in this general programme. The Head of Additional Learning has and will continue to contribute to these sessions.