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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. These needs can be split into 3 categories; Learning support, extension for the most able (for which there is a separate policy) and support for our EAL learners. EAL learners are classified as those whose home language is a language or dialect other than English, who require additional support to assist them to develop proficiency in English. 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 need or ability.

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
- 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

EYFS

In Nursery and Reception, pupils are still very much at the developmental stage of their education. There is no formal learning support, but pupils are monitored closely for potential issues which could affect learning. These may be academic but may also include sensitivity to a different learning environment or difficulties in managing their emotions or self-care needs. Teachers remain the first port of call for parents but all concerns are shared with the Head of Department and then followed up with the Head of Additional Learning as necessary so that issues can be tracked as the pupil progresses through school.

From Year 1 onwards

Concerns around a pupil's learning needs can arise at any time during the school year. Initially, any concerns will be monitored by the class teacher and any data or reports related to that child will be scrutinised. Should further concerns arise and using the SEND flowchart, there will be a period of targeted differentiation and monitoring which may then identify a specific need for additional support. The programme of support will be decided by the Head of Additional Learning and Head of Department based on information from the class teacher, and will be shared with parents. This support is provided by teaching assistants and progress is monitored and amended as necessary, in line with attainment or any further testing which may take place. This support will remain in place as the pupil progresses through school, for as long as is required.

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.

Learning Support Register

The Learning Support Register is maintained by the Head of Additional Learning.

- Once it has been decided that a pupil will be included on the Learning Support Register, an entry will be made 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 required.
- Support is reviewed regularly by the class teacher/subject specialist, Head of Department and the Head of Additional Learning. The Head of Additional Learning updates information held on the Learning Support Register as required.
- 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. Initially, a formal conversation takes place with parents and class teacher/subject specialist, Head of Department and Head of Additional Learning about the PP.
- The PP is distributed to all staff in contact with the pupil. The child is included on the Learning Support Register (see above) to summarise the PP.
- Support will be delivered in class and through withdrawal as specified and required. The Head of Additional Learning monitors support given through regular meetings and informal discussions with all those working with the child.
- PP targets are reviewed regularly by the class teacher/subject specialist, Head of Department and the Head of Additional Learning, who will then update the PP.
- PPs are re-issued to parents as before. The Learning Support Register is amended and all staff are informed of changes 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 Pearson DST or GL initial screening test may be administered. (Parents will be informed prior to the test). If there are positive indicators, parents will be advised regarding the benefits of a specialist assessment. (Prior to 7+ this test is inappropriate but younger pupils with difficulties will be monitored and receive appropriate support.) Waltham Forest Dyslexia Association also offers a diagnostic assessment service for which we hold relevant details. The School also holds details of private practitioners, should parents wish to take their child for a full assessment.
- The School will also discuss the benefits of a specialist assessment for conditions other than dyslexia.
- Parents may also be advised to investigate a child's need for speech therapy, eye and vision tests etc.

- Pupils who subsequently receive a report are highlighted on the Learning Support 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. Support will continue in class or through withdrawal as outlined above.
- The report and subsequent 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 Learning Support Register (and PP if appropriate) and staff will be informed.
- 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, 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 Headmaster 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.)
- Appropriate strategies and interventions will be discussed. The pupil's support will be tailored as appropriate taking account of provision recommended by the specialists. Support will take place in class or through withdrawal as outlined above. The pupil will be placed on the Learning Support Register.

Education Health Care Plans

If, following all of the above, the pupil continues to make inadequate progress, 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 minutes (Pre Prep/Middle School) and 55 minutes (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).

Where possible, content of work during withdrawal sessions will link to weekly planning provided by the class teacher/Head of English/ maths etc. when relevant. However, this will always be in conjunction with the pupil's particular needs. The sessions are taken in Pre Prep and Middle School by a TA under the direction of the Head of Additional Learning. In the Senior School sessions are taken by 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 Head of Additional Learning works closely with the Heads of Department and classroom teachers to ensure children receive appropriate support and their progress is monitored. Good communication 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 Library.
- 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.
- The progress of individual pupils is evaluated regularly by the Head of Additional Learning, together with class teachers, TAs and Heads of Department. Parents are informed through informal meetings, normal reporting procedures or parents' evenings

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 Department, 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 (Academic), 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. 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 are included on the Learning Support Register.

Learning Support Register

All children receiving Learning Support, in or out of the classroom, with or without a PP, will be entered on the Learning Support Register. Children who are not receiving additional support, but about whom there are some concerns, are carefully monitored and these children too will be noted on the Learning Support Register. This register can be accessed by all staff via ISAMS but it is also exported to all staff as an excel spreadsheet each half term. This allows any teacher who works with a child to know if there are concerns related to the child's progress and they can adapt their teaching accordingly.

The Learning Support Register summarises each child's needs, and any specific difficulties they may have (e.g. dyslexia), as well as setting out the support the child is receiving. It may also record assessment scores, date of birth and any other information that may be relevant to teaching staff. The register is updated regularly following meetings between the class teacher, Head of Department, TAs and Head of Additional Learning.

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. 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 entry tests.

Concerns

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

