



## **LEARNING SUPPORT (SEND) POLICY**

This policy also applies to EYFS

### **Introduction**

The standards of practice we seek to attain follow the guidelines of the Code of Practice for SEN September 2014. This underpins the entire policy with particular regard to Aldwickbury's specific needs.

### **Aim**

To ensure maximum access to the curriculum for all pupils and to widen the opportunities for pupils with learning difficulties.

### **Practice**

- All pupils with special educational needs must have their needs addressed.
- All pupils with special educational needs must be identified, assessed and sent on for further assessment by an Educational Psychologist, or other specialist, if necessary.
- Work must be differentiated in pace, style and content appropriate to the individual's learning needs.
- There should be regular recording of a pupil's special educational needs, the action taken and the outcome.
- Information arising from the boy's previous educational experience should be used to provide starting points for the development of an appropriate curriculum.
- The pupil's parents must be informed that special educational provision is being made for the child.
- Ongoing observation and assessment must provide regular feedback to teachers and parents about the pupil's achievements and experiences and the outcomes of such assessments must form the basis for planning the next steps of the pupil's learning.
- Boys should be encouraged to share the planning and evaluation of their learning and to take a certain responsibility for it.
- The understanding and the co-operation of the parents of boys with special educational needs must be fostered.
- All boys with special educational needs are the shared responsibility of all the staff.
- An understanding and awareness of all staff must be continually developed in order to maintain the whole school approach.

## **Definition**

These definitions form the basis of our school policy:

A boy has special educational needs if he has a learning difficulty which calls for special educational provision to be made for him.

A boy has a difficulty if he:

- Finds learning more difficult than the majority of pupils of the same age
- Has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for pupils of the same age at Aldwickbury.

A boy cannot be regarded as having a learning difficulty at Aldwickbury because his first language is not English.

(Section 312 Education Act 1996)

The policy on Teaching and Learning and the Policy on Inclusion gives details of the school approach to pupils who are gifted and talented.

At Aldwickbury, special educational provision is known as Learning Support (and will be referred to as such throughout the document, and often abbreviated to 'LS'). The Learning Support Teacher is a specialist and is often abbreviated to LST.

## **Identification**

Various methods of assessment are used to enable early identification of pupils' needs and to match the nature of their needs to the provision.

To ensure ongoing identification of boys with learning difficulties at Aldwickbury, there is a continual dialogue with staff, both informally and at staff briefings. Also teacher observation sheets are kept within the staff room. Boys are also identified at whole staff inset day meetings at the beginning of each term, at year tracking meetings and at transfer meetings at end of each year.

In addition to this a programme of screening tests throughout the year groups has been initiated.

Methods of Identification:

- School examinations.
- Entrance tests for boys from other schools for entry to Yr 3 and all other years.
- Standardised tests:
  - Cognitive Ability Tests (CATS) in Years 4, 6 and 7.
  - Suffolk Reading Tests in Years 2 to 6.
  - Single Word Spelling Tests in Years 1 to 6.
  - Nfer Progress Tests in Maths (PTMs) in Years 1 to 7.
- Effort and Attainment Grade Cards – at least every half term in Years 5 to 8.
- Teachers' observations and informal assessments.
- Work scrutiny.
- Pupil self- assessment.
- Pupil discussion and interviews – often in form periods.

- Referral to the Learning Support teacher.
- Dyslexia Screener.
- Referral to outside agencies such as Educational Psychologist, Speech & Language Therapist, optician/orthoptist.

The school is open and responsive to expressions of concern by parents. When the concerns are relayed to a teacher other than the LST, observation and support are provided according to the guidelines under 'Provision' and all relevant information is passed to the Head of Learning Support. If a concern is expressed directly to the Head of Learning Support, observations and decisions will be made in close liaison with the Heads of Pre-prep and Junior Departments and with tutors and subject teachers in Years 5 to 8.

The LST, as a result of staff discussions at briefings and other meetings both formal and informal, will suggest strategies to support individual pupils e.g. with handwriting, spelling and study skills. All relevant staff will be kept informed.

On occasion pupils approach the LST independently for advice. All relevant staff will be kept informed of any such requests and their outcomes.

### **English as an Additional Language**

Care is taken with the identification and assessment of the learning needs of boys whose first language is not English, or those who have spent time being educated in a non-English speaking country. The school does not equate such a boy's lack of proficiency in reading, writing or spelling of English with learning difficulties. All aspects of a boy's performance in different subjects in the classroom are discussed between the class and subject teachers and the LS department, to ascertain if any reported problems are due to limitations in the boy's command of the language or arise from a specific learning difficulty.

Discussions with parents also take place to discover if similar problems manifest themselves in the mother tongue.

In the light of all the information an Educational Psychologist may be asked to make a report on the boy. If appropriate the LS dept will teach the pupil according to the EP's recommendations.

### **Provision**

Support is given to any boy deemed to have specific learning needs:

Initial support will come through the class/subject teacher's differentiation.

In Years R to 4, further support can take the form of extra help/withdrawal by a classroom or teaching assistant or gap student. These will be deployed and guided by the Heads of Junior and Pre-prep Departments. Records will be kept in the school's management system and the LST and relevant Senior Managers will be kept informed. In Years 5 to 8, subject teachers will liaise directly with the LST. This is **School Action** and must be recorded (with dates) as such. Please note that School Action could be for a brief period only to support one specific learning difficulty or it could be ongoing.

A boy deemed to need further intervention will be observed and screened by The LST who will suggest appropriate strategies for classroom/subject teachers and closely monitor progress. At this point parents may be involved in the process. This is still **School Action** and must be recorded (with

dates) as such. Please note that School Action could be for a brief period only to support one specific learning difficulty or it could be ongoing.

The LST also gives lessons:

- on a one-to-one basis for pupils who have an Educational Psychologist Report and for those deemed to need this individual specialist input. Parents pay for individual lessons. A list of these lessons is presented to the bursar. The teaching takes place from 08:00 to 17:45. Some boys are taken out of lessons (see Department Guidelines – Timetabling Learning Support Lessons.)
- During the lunch break the LST arranges Reading Lab where the Year 5 and 6 pupils with a reading need are partnered with a Year 8 boy. The Year 8 will listen to them read, analyse and guide the reading of their partner. Guidance is given in the form of a sheet and teacher input. This may include articulation, expression and developing vocab.

The main base for the LS dept. is next to the library. The room is provided with a computer, printer, white boards and other equipment. The school provides folders, exercise books and paper.

### **Graduated Response Model**

The school uses the Graduated Response Model to provide for pupils with learning difficulties. (See 'Learning Support: School Action' in departmental handbook).

This uses early and ongoing identification to provide differentiated work and appropriate support for such pupils.

It aims to:

- Identify and support pupils at the earliest opportunity and to monitor their progress.
- To ensure that, where it is considered necessary, pupils identified at School Action (In Reception this is known as Early Years Action) are informally assessed by the Teacher or Teaching Assistant (see 'Diagnostic assessments used: Early years assessment, Dyslexia Institute) and /or formally assessed. The Dyslexia Screener is also used to give more information of underlying difficulties. Also through referral to outside specialists (see 'Identification and assessment of pupil needs').
- Those considered to be need more specialist intervention by the Specialist Support Teacher are formally assessed using the dyslexia screener.
- To provide for boys at Early Years Action and School Action, as defined in the Code of Practice for Special Educational Needs and adapted to meet the requirements of Aldwickbury.
- At Early Years Action and School Action (on the basis of informal and formal assessment), to plan and implement an individual support programme. This could be either in class or on a withdrawal basis with the LS teacher, teaching assistant or gapper or on a one to one basis.

- To provide within this support programme extra help with basic literacy and/or numeracy and/or study skills. (The LS dept. usually gives 1 literacy lesson per week to a boy with learning difficulties, but in certain cases between 2 and 3. The length of intervention depends on the need and for some may only be a few lessons, one term, or on a more continual basis. The duration of time that a boy continues to have lessons in the LS dept is constantly under review).
- To provide at Early Years Action Plus /School Action Plus differentiated programmes monitored and supported by the Head of Pre-Prep, Head of Juniors and LST and delivered by the class teacher and also wider school provision incorporating external advice and provision.
- To make provision as specified for pupils on the Statement of SEN to work in partnership with parents, pupils, external agencies, teachers and gappers to clearly set targets ( as set out on the IEP) that are Specific, Measurable, Achievable, Relevant and Time limited (SMART).
- To conduct regular reviews of Individual Education Plans and individual targets involving the pupil, parents, class teacher, tutor and LST when outcomes will be recorded and success and /or exit criteria will be stated.

### **School Action and School Action Plus**

At School Action and School Action Plus, the LS Department provides learning support that is additional to, and different from, that provided as part of the school's usual differentiated curriculum.

It is the responsibility of the department:

- To monitor the number of pupils identified.
- To keep a record of reviews of provision and meetings with parents.
- To ensure that all school staff are aware of each pupil's needs, so that these may be met in mainstream.
- To provide pastoral care and support for the children with special educational needs, liaising with the form teacher, tutor and Deputy Head, so that they may develop in all areas and build a strong sense of self-esteem.
- To maintain a confidential LS file for each pupil containing all relevant reports, available to all staff who are directly involved with the pupil.
- To conduct regular reviews, formally or informally, of the pupil's progress both with regard to LS and to their general development.
- To make changes to targets in the light of each successive review. These are set at the beginning of term with referral to teachers' previous term's reports, Ed. Psych. recommendations, other external agency recommendations and pupil's own views.
- To maintain close links to the parents at all times.
- To inform the Headmaster and the Deputy Head of progress.
- To achieve a whole school approach where learning support issues are discussed at staff meetings and policies updated.

It is the responsibility of:

- The class teacher in the Pre-prep and in the Junior Department to work with the pupil on a daily basis and to liaise with the Heads of Pre-prep and Junior Departments.
- The form teacher in Year 5 and the tutor in Years 6 to 8 to monitor the pupil.

## **Nature of intervention**

Once a pupil has been identified as having learning difficulties, he is offered:

- help from the class/subject teacher
- help in the classroom with a classroom/teaching assistant or gapper.
- In the Pre-prep and Junior Departments, withdrawal from the classroom with a classroom/teaching assistant or gapper.
- specialist help by the specialist LST.

These lessons are:

- structured , cumulative and multi-sensory.
- planned individually.
- provided on a one-to-one basis

Length of intervention follows the Graduated Response Model detailed above.

Lessons:

- One-to-one specialist teaching (with Head of LS or external specialist) if the boy has EP report, Dyslexia Institute report, Speech and Language report etc.
- Small group (2-4) in the Pre-prep for extra literacy or numeracy involving reading, comprehension by class teacher, classroom/teaching assistant.
- Extra support for new boys entering the Pre-prep by class teacher, classroom/ teaching assistant.
- Individual or small group support in the Junior Department for extra literacy or numeracy by class teacher or gapper

# Graduated Response Model

Child not making adequate progress:

Differentiated programme in the school, delivered by the teacher. The Heads of Pre-prep and Junior Departments will deploy a teaching or classroom assistant or gapper.



Review



Progress made

**School Action (EYA in Reception)**  
Differentiated Programmes delivered by the teacher. The Heads of Pre-prep and Junior Departments will deploy a teaching or classroom assistant or gapper.



Review



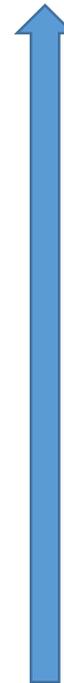
Progress made

**School Action Plus**  
Differentiated programme monitored by relevant senior manager and LS teacher and delivered by staff. School based work now incorporates external provision. Support may



Progress made

**Referral for Statutory Assessment**



## **Individual Education Plans( IEPs)**

IEPs are written for boys who have been assessed as having a Statement of special educational needs.

Strategies to help the child progress according to his own particular needs are planned with the pupil, class teacher, any external agencies and written within the IEP.

Targets are set for the 1:1 boys with the Specialist LST and subject teachers. These are written in the pupil planner each term.

The IEP records consist of:

- Short term targets
- Provision to be put in place
- Outcomes

IEPs for pupils with a Statement of SEN are reviewed twice per year. Targets for pupils who have 1:1 are reviewed termly. Overall progress is monitored and there is constant dialogue with a boy's parents (including through written termly reports) and with subject teachers. The Statement review is held in November when new IEP targets are set and these are reviewed in June when new targets are set for the next academic year. These are based on current need.

(see 'Monitoring Children's Progress' in the departmental handbook)

## **The Curriculum**

The LS dept aims to help every child access the Aldwickbury curriculum. In order to achieve this, it is important that all members of the staff room are aware of special educational needs and the ramifications these may have for a boy in the classroom. The ethos of the school is on increasing the understanding of, and support for, the boy with learning difficulties and this is largely achieved through dialogue between the LS dept. and the staff.

(see Department guidelines – 'Action to Improve Awareness of Specific Learning Difficulties by Aldwickbury Staff')

It is essential that all members of staff are aware which boys have specific learning needs. To ensure this the LS dept. circulates a list of boys who are receiving LS individually or in groups and/or have an EP's report to all teachers twice a year. This also identifies those who have a recommendation of extra time for exams. The LST in conjunction with subject teachers will also make recommendations for pupils in all years to have readers, extra time or other support during examinations. Staff are also made aware of all boys who have voluntarily asked for support with handwriting, organisation, spelling or other forms of study skills during their lunch or break time.

Procedures are in place to ensure that information regarding individual pupils with EP's reports are passed between the LS dept. and other members of the staff room. (see Department guidelines- Dissemination of information regarding EP's reports within school)

In order to help members of staff recognise the specific strengths and weaknesses of the boys with learning difficulties, the LST summarises all EP reports to make them more teacher-friendly. A grid of key recommendations is provided for staff to use as a quick reference during lessons. (see Department guidelines – 'Procedure for writing summaries on a boy's Educational Psychologist Report')

## **Record Keeping**

The LST has responsibility for ensuring that the records of individual children are properly kept and available as needed. The main records are kept in the files in the filing cabinet in the LS dept., and/or in the school's management system. The relevant Senior Managers will also help in this process, particularly for boys who are not on School Action Plus.

They include:-

- EP's report
- Summary of EP's report
- Other external reports such as Speech and Language in the pre-prep
- Summary sheets for all one to one pupils suggesting teaching and learning strategies
- A sheet recording the educational provision given, or supervised by, the LS dept. (See appendix 3 'Educational provision sheet')
- A sheet recording major issues discussed with parents. (See Appendix 2 - 'Records of communication with parents')
- Individual Educational Plan (IEP) (See appendix 3 'Examples of IEP')
- Termly reports
- Individual pupil tracking sheets: standardised tests, effort and attainment grades Years 5 to 8, internal examinations Years 3 to 8

In addition to the original EP reports and records which are kept in the LS room, copies are also kept in the Head's office.

Copies of the summary sheets of the EP's report are kept on the network in the staff shared area and hard copies are circulated. Individual pupil tracking sheets are also stored in the school's management system.

## **Working with Other Providers**

Many children with special educational needs have a range of difficulties which require assessment and advice from other specialists. A partnership with these professionals is maintained to ensure the best advice for the boys' progress. The LS department liaises closely to advise support programmes for an individual boy. In the past these have included:

- Optometrist
- Language therapist
- The Dyslexia Institute
- Harper House Children's service Radlett.
- Specialist teachers of the deaf

## **Monitoring Pupil Progress**

This is done both formally and informally.

Informally: there is a constant dialogue between the LS teacher, class teacher, subject teachers, boys and parents as to how successfully the pupil can access the curriculum.

Formally:

- Carry out additional reading and spelling tests that are deemed helpful.
- Re-assess the IEP proposals on a 2x per year basis.
- Monitor progress made in lessons.
- Examine a pupil's school grade reports throughout the term.
- Consider feedback from subject teachers against termly targets.
- Look at exam results.
- Keep an eye on interim subject tests.
- Check results of NGRT and Single Word Spelling Tests.
- Check CATs results.
- Check Dyslexia Screener

The responsibility for this is divided between the LST and the relevant Senior Manager. The Exams Officer and Teaching Assistants are also involved.

### **Liaising with Parents**

The school actively seeks the involvement of parents in developing and implementing a joint learning approach at home and at school. Parents are encouraged to participate in a two way relationship with the school.

In cases where support regarding work to be done at home is required, relevant explanations and training are given as necessary. (see appendix 2,4 for ideas and information given)

Learning Support Teacher and Director of Studies  
Reviewed October 2015