



THE ELMS

EST 1614

The Elms School

Learning Support Policy	
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1. Introduction

We recognise that all members of the school staff, including volunteers and peripatetic staff, share the duty of care for children at the school. We aim to ensure that the health, safety and welfare of all pupils is paramount. This policy should be read in conjunction with the school's Safeguarding policy which includes Child Protection procedures.

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs at The Elms. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. This is a whole school policy and applies to all pupils in The Elms School, including pupils in the Early Years Department.

The term SEND (Special Educational Needs and Disabilities) will be used throughout this policy document.

2. Aims

The Elms is committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with special educational needs and disabilities as part of our community and recognise that we must consider the individual needs of all children when planning our curriculum so it can be accessible to all.

The aims of our SEND provision at The Elms are:

- to recognise that some children have difficulties which call for special educational provision
- to ensure that the specific learning needs of children are identified, assessed and provided for
- to address specific needs as soon as concerns are raised so that learning experiences are appropriate to a child's current needs and future difficulties are minimised. Early identification is essential.
- to create an environment that meets the specific learning or physical difficulties of each child (including those with EHCPs)
- to take into account the views of the individual child and actively encourage them to create personal targets, discuss the purpose of learning tasks and evaluate their outcomes
- to employ the best practice when devising support for SEND.
- to identify the roles and responsibilities of staff in providing for children's specific learning needs
- to enable all children to have full access to all elements of the school curriculum, through a variety of settings, groupings and differentiation strategies
- to ensure that all pupils for whom English is an Additional Language (EAL) are given extra support as needed
- to work in partnership with parents and outside agencies to support assessment, learning and development

3. Definitions:

Definition of SEND

(Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2014)

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others the same age or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”*

A child *may* be identified as having SEND where progress:

- is significantly slower than their peers, starting from the same baseline
- fails to match or improve upon the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

For some pupils, SEND can be identified at an early age. Many other children and young people show evidence of difficulties only as they develop. All people working with children and young people should be alert to any emerging difficulties and respond early.

Children should not be regarded as having a learning difficulty solely because English is not their first language.

SEND can be categorised into:

- general learning difficulties
- behavioural and emotional difficulties
- speech, language and communication difficulties
- physical and sensory impairment
- specific learning needs which can include being gifted and/or talented.

A definition of giftedness is a child who stands out from their peers by virtue of a special talent. The school has a separate policy for gifted and talented pupils.

Definition of Disability (Disability Discrimination Act, 1995, Section 1 (1))

‘A person (P) has a disability if –

- a) P has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on P’s ability to carry out normal day-to-day activities.

Equality Act 2010 Ch.1, para. 6.

In the light of the Disability Discrimination Act, we have carefully considered what reasonable adjustments may be made to make our school environment more accessible to those who have physical disabilities. At the present time, our school is fully accessible to all our pupils.

Definition of an EAL pupil with language needs:

EAL pupils with English language needs are those whose verbal and/or written English is identified as currently below the level necessary for maximum achievement within their year group. The school has a separate policy for EAL pupils.

The SEND Code of Practice

The Elms is aware of the requirements of the Special Educational Needs and Disability Code of Practice 0 to 25 years (2014), considers its recommendations when planning support and aims to be guided by its key principles of:

- early identification of children's needs
- high quality provision to meet the needs of children
- participation of children in decisions regarding their support

The Early Years Department follows the guidelines, instituting Education, Health and Care (EHC) plans as required (see Appendix A).

4. Inclusion

Through appropriate curricular provision, we respect the fact that children:

- have different educational needs, patterns of behaviour needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning and in physical and practical activities

5. Processes

Identification

Early identification and assessment of a child with SEND is a vitally important part of the support process. Children with SEND are identified on entry into the school in Early Years, the Pre-Prep and the Main School in the following ways:

- from reports and comments from previous schools, if appropriate
- comments from parents
- individual staff members may bring forward Causes for Concern at meetings
- by discussions between staff at regular staff meetings
- through the results of in-house assessments such as class reading and spelling tests and CAT results

Assessment

- the form teacher, class teacher and Head of Learning Support assess and monitor the child's progress in line with existing school practice
- further assessment takes place if and when concerns are raised and if it appears to be appropriate
- the Head of Learning Support liaises with parents once a difficulty has been confirmed
- external assessment may be appropriate at a later stage

Individual monitoring, target setting and reviews

During the time that a child has individual support at The Elms, he/she will have the following:

Early Years to Year 2

- an Individual Education Plan (IEP – Appendix B) will be provided by the child's LS tutor in response to concerns raised by the Head of the Early Years or the child's class teacher
- the IEP will highlight strategies to be used in order to support the individual as well as providing specialist help, in or out of the Early Years/Y2 classroom.
- IEPs are available to parents at any time and may be used at consultations
- IEPs will be reviewed every term, by the LS tutor and class teacher, or earlier if the need arises. At the review, the targets on the IEP may be amended, consolidated or discontinued.

Year 3

In this key, transitional year, targets and reviews are more child led, allowing a consistent progression in to the main school:

- close contact between the year 3 class teacher and the Head of Learning Support ensure early concerns are identified
- following consultation, new strategies are put in place in the classroom to support the individual child
- if additional one to one support is deemed necessary, the LS tutor, with the child, creates a Pupil Passport – a learning support individual programme - setting key targets for the term

- this is shared with the class teacher, who is also permitted to use it during parent consultations
- regular discussion continues between the class teacher and the LS tutor to assess progress
- targets are reviewed termly by the LS tutor and child, and are amended, consolidated or new targets developed

Year 4 to Year 8

From Year 4, a child that needs individual support will have a detailed cognitive and literacy assessment performed by the Head of Learning Support. Where needed, a maths screening assessment will also take place.

A Learning Support Assessment Summary (LSAS) is produced (Appendix C), detailing the results, strengths and weaknesses and the best way to adapt lessons and support the child within the classroom.

- the LSAS will be shared with all academic staff, and recommendations for supporting the child in class will be added to each individual teacher's Learning Support Book
- copies of the LSAS will be given to parents and they will be encouraged to discuss this, and progress, at any time
- following consultation with English and/or Maths staff, or other subject teachers as needs arise, a Pupil Passport (Appendix D) is completed with the child, setting termly targets
- the LS tutor, with the child, reviews these targets termly: amending, consolidating or developing new targets as necessary
- subject teachers are regularly consulted as to the child's progress in the class situation
- when the Head of Learning Support, in consultation with parents and staff, feels that further, external assessment is required, the Head of Learning Support will contact the appropriate agency

All support is based upon the underlying, graduated philosophy of Assess, Plan, Do, Review, as recommended in the SEND Code of Practice (DfE 2014)

6. Access to the curriculum

The Learning Support Register

- Students identified as having SEND are placed on the Learning Support Register.
- This is shared with staff via the Learning Support Book, which identifies the student, the specific area of difficulty, and the ways that staff can adapt teaching to provide optimum support in the classroom.
- Any changes, or new additions, are communicated to teaching staff and form tutors within staff meetings, and are supported by the LSAS and the Learning Support Book.
- Due to the fluid nature of SEND, children may be moved on or off the register at any point.

At The Elms, we recognise that all children have an entitlement to the curriculum, which is differentiated to meet their various needs. For many pupils with SEND and EAL, individual needs will be met in the classroom. The curriculum may be differentiated or the teaching style and practice adjusted to reflect these additional needs. In practical terms, examples of this might include:

- less writing on the board for pupils to copy
- allowing the use of laptops in the classroom for specific pupils
- modifying the activity in terms of presentation
- adjusting expectations - high quality but lower quantity - for pupils with slower processing speeds
- EAL pupils may wish to use language dictionaries during lessons

All teachers participate in the education of pupils with SEND as well as in the teaching of their own subject area and thus share responsibility for the development of SEND pupils.

Where additional support is required, this may take the form of staff working alongside children in the classroom, or one to one support with an LS Tutor. This will depend on the nature of the difficulty and the best way in which it may be targeted, for maximum benefit for the individual. Where possible, such lessons will be timetabled during non-examinable subjects, after consultation with subject teachers and parents.

7. Roles and responsibilities

The role of the Head of Learning Support

At The Elms, the Head of Learning Support:

- manages the day to day operation of the policy
- manages and contributes to the records of the children who need support
- monitors special needs provision
- maintains a range of resources to provide support for children
- acts as a link with external agencies
- brings relevant information to the weekly staff meeting

In addition, the Head of Learning Support:

- co-ordinates the provision for and manages the responses to children's specific needs
- manages staff involved in the department
- maintains the school's SEND register
- coordinates school based assessment
- supports and advises school staff
- liaises with Head of Early Years, parents and class teachers as children transfer into Year 2.

The role of the SEN team:

At The Elms, the LS tutors:

- liaise with class teachers, offering advice and support
- advise on the purchase of appropriate materials to meet the needs of particular children
- liaise with the Head of Learning Support to set targets and plan support for children with 1:1
- plan, implement and evaluate support strategies
- review and write IEPs and Pupil Passports
- track pupils' progress using IEPs, Pupil Passports and other records

The role of the teachers:

At The Elms, the teachers:

- identify children of concern and liaise with the Head of Learning Support
- maintain high quality, inclusive teaching to help resolve difficulties in the first instance
- use the Learning Support Book and liaise with the Head of Learning Support or LS tutors, when needed, to help adapt planning and teaching to provide best support for children with SEND
- direct support from teaching assistants when appropriate

8. Links with parents

Links with parents are crucial at all stages of schooling. When children need additional learning support, this is even more important. At The Elms, we endeavour to have an open relationship with all parents. Learning Support staff are available for consultations in person, by telephone or by email.

9. Current Staffing:

Miss Liz Knight, Head of Learning Support,
BSc (Hons.), P.G.C.E, MSc (Dyslexia), A.M.B.D.A

Mrs Lucy Bairsto, LS Tutor, BA (Hons.), P.G.C.E, OCR Level 5 (Dyslexia)

Mrs Teresa Atkins, EAL Tutor, MSc

Mrs Sarah Grant, LS tutor, BSc (Hons.), P.G.C.E

Policy updated Oct 2018

Appendix A
Early Years Appendix to the Learning Support Policy
(to be read in conjunction with The Elms Learning Support Policy)

- All Early Years staff are responsible for observing children and raising any concerns with the Head of Early Years at the earliest possible convenience. Concerns are then raised at the Early Years staff meeting and shared with the Head of Learning Support as necessary.
- Early Years staff discuss key concerns with parents and establish whether there is an additional need for intervention. **All** children in The Elms Early Years Department have Education Plans as a matter of course and much of the Montessori equipment can be adapted to suit a wide variety of needs, so outside intervention is not always needed.
- If additional support is highlighted, the parents, Head of Early Years and Head of Learning Support meet to establish whether parents would like intervention.
- If additional, outside agency support is required, parents complete a consent form and the Head of Learning Support makes contact with the outside agency / Area SENCO as needed.
- The Head of Learning Support arranges a mutually convenient time for outside agencies to visit The Elms, meet with parents and Early Years staff, and observe the child.
- Following observations, an Individual Education Plan (IEP) is drawn up with the Head of Learning Support /outside agency and relevant staff.
- The child is given the appropriate support and parents are kept informed by Head of Early Years / Head of Learning Support / Outside Agency and staff in the Early Years department.
- Information and updates are shared with all Early Years staff at weekly Early Years staff meetings.
- IEP plans are reviewed and updated as termly, by the Head of Learning Support / Outside Agencies and shared with Early Years staff and parents.
- At Review, some targets may need repeated focus and further help and support ideas are obtained from the Head of Learning Support / Outside Agency.
- When a child with any additional learning needs transfers to Year 2, advice is sought from the Head of Learning Support. A meeting takes place between the Head of Learning Support, Head of Early Years, Head of Pre Prep and the teacher of Year 2, to ensure continuity of care.

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Learning Support

Individual Programme

Name	Subject	D.O.B.	Form	Autumn
	Teacher			

Targets	Achievement Criteria	Strategies	Target Met	Staff Initials

Start date	Next review date	Signed
Parent Informed	Pupil Signature	

Learning Support Assessment Summary – Liz Knight

NAME:
FORM:

DATE OF BIRTH:

DATE OF REPORT:

AGE AT TESTING:

DIAGNOSIS:

Scores listed are Standardised Scores. The average range is 95-105 but also compare them to the student's general abilities level.

General Abilities:

Spelling Ability:
Reading Ability:

Cognitive Abilities:

STRENGTHS:

WEAKNESSES:

RECOMMENDATIONS:

To support in his / her learning across the curriculum:

PROVISION:



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Pupil Passport

Name	D.O.B	Form / Year	Date
The things I enjoy and feel I am good at in school are....			
The things I don't like or don't feel confident doing in school are....			
My recent achievements are...		My targets review and date:	
I will help myself reach my targets by....			

		Term
Subject:	Targets:	
Student	Teacher(s)	Date
Date Reviewed:		
Method of Assessment and Attainments:		