



Old Buckenham Hall

# Learning Support Policy

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# Section 1

## **Aims**

At Old Buckenham Hall we firmly believe that all pupils should enjoy equal access to the curriculum and should be given the appropriate support to reach their full potential. It is acknowledged that all contributions from all pupils should be valued.

“Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school’s headmaster, the SENco and all other members of staff have important day to day responsibilities.

*All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.”*

Paragraph 5.2 Special Educational Needs Code of Practice November 2001 DfES

The aim of the Enhanced Learning Department is to provide support to staff, pupils and parents in order to identify each pupil’s strengths and needs and address them appropriately.

## **Objectives**

- To promote the wellbeing of pupils and to ensure that all school staff are aware of individual needs so that these can be met in all school settings.
- To identify and assess any pupil who is finding it hard to access the school curriculum.
- To provide different levels of intervention and resources appropriate to the level of need.
- To provide training, support and information to all staff so that the needs of all pupils can be met in the classroom.
- To promote a positive and effective working partnership with parents/guardians/carers and external agencies.

## **Resources**

The SENco, Head and Governors ensure the effective use of funds available to support the S.E.N.

The school has a commitment to providing S.E.N. support throughout the school.

This Policy also applies to our EYFS pupils.

## **Admission Arrangements**

The absence or presence of an S.E.N. is not a factor in the selection of pupils providing they meet the school’s admission criteria as set out in the school’s admission policy.

## Arrangements for co-ordinating the provision

### **S.E.N. Co-ordinators (SENco):**

- Mrs Julia Campbell

### **S.E.N. Co-ordinator is responsible for:**

- Day to day operation of the S.E.N. policy, including support teaching.
- Advising both class and subject teachers on meeting a range of needs.
- Planning and implementing specialist teaching for pupils with S.E.N.
- Co-ordinating the staged approach to school based assessment.
- Conducting initial assessments of pupils who appear to have special needs.
- Maintaining effective record keeping.
- Liaising with parents and pupils and involving parents and pupils in decision making.
- Advising parents/staff on the desirability of assessment by outside agencies.
- Liaising with outside agencies including the preparation of Annual Statement Reviews and Transition Plans for pupils with statement of S.E.N.
- Preparing and distributing educational summaries and recommendations to staff.
- Preparing IEP's.
- Co-ordinating the delivery of additional support by learning support teachers or LSA's.
- Maintaining the Special Educational Needs File and Register.
- Liaising with the school examinations officer to organise the recommended 'Access Arrangements' for the public examinations and all school examinations for all identified pupils.

## Enhanced Learning Provision

### **Enhanced Learning Teachers:**

- Mrs Annie Wainwright
- Mrs Sarah Pertwee

### **Provision is made available in a variety of ways throughout the school.**

- Class and subject teachers are advised (via IEP's, EPR recommendations and summaries) of any extra assistance, or requirements the pupil may have, which can be dealt with within a class situation, with or without the aid of the S.E.N. co-ordinator or Learning Support Assistant (classroom assistant.)
- Pupils are seen on a 1:1 basis in the Enhanced Learning Department, according to their needs.
- Pupils are seen in a small nurture group in the Enhanced Learning Department, according to their needs.
- Pupils receive support from visiting specialists, according to their needs.

## Section 2

### **Identification and Assessment of Pupils' ability to access the school curriculum.**

#### **Information is gathered from:**

- Pre-entry visits and assessments
- Parental questionnaire.
- The pupil, with on pre-entry visit or when the pupil starts the school formally.
- Previous school reports
- Any appropriate reports from outside agencies.
- Parental reports/discussions
- Class and subject teachers' observations and records, including
  - Reading
  - Spelling
  - Maths records
  - Records pertaining to behaviour in a class situation.
  
- Formalised / Baseline Assessment
  - CAT's
  - Progress testing (NFER)
  - WRAT testing

#### **Monitoring Procedure**

##### **Procedure to monitor pupils, where concerns has been expressed:**

Refer to:

Appendix A. Flow Chart

Appendix B. Referral Procedures for a Pupil Causing Concern, Staff Guidance

#### **Stage 1. 'Concerns'**

##### **Class / subject teacher(s) express concern:**

- Discusses with the Head of Department to explore and implement differentiation within the department for the pupil.
- If pupil does not respond the department/class teacher informs, via a referral form, the relevant SENco, who registers the pupil.
- Discusses with the SENco and other teachers to ascertain if difficulties have occurred in other areas. Informs parent as appropriate.

##### **If the need is apparently simple or in a single area.**

- Class teacher, (this would be the pupil's subject or 'tutor') sets targets in agreement with parents and pupil.

- Class teacher or subject teacher plans a differentiated programme of work and / or strategies to compensate for any difficulties.
- Class teacher or subject teacher arranges a review date.
- Class teacher or subject teacher monitors progress and reviews.
- Copies of the individual targets set are given to the relevant SENco and placed on the pupil's file.

**If the problem is complex or serious and the pupil is making inadequate progress despite classroom support, the parents are informed and with their permission, the pupil progresses to Stage Two.**

## **Stage 2. 'School Action'**

### **The relevant SENco:**

- Gathers information from all relevant parties.
- Completes with the pupil any assessments considered necessary.
- Decides, with regard to the assessment and other information, on the nature of support necessary to meet the pupil's needs.
- Writes a report based on the assessments and information gathered from other agencies. This will be proof - read and agreed with relevant staff before being sent to parents.
- Informs the class teacher/tutor, subject teachers, the relevant Deputy Head Teacher and the Head of the outcome of the assessment.
- Arranges and conducts a meeting with the parents to discuss / advise on the outcome of the assessment and to agree on strategies etc.
- Provides guidance on supporting the pupil within the classroom and, where appropriate, assists the subject teacher with strategies and adaptations designed to meet the pupil's individual needs so that they can fully access the curriculum. (via discussion and IEPs).
- Arrange a date when a review is deemed necessary. This date must be no less than once a term where 'long term' intervention is considered essential. Where the help needed is considered to be 'short term,' the review date will be for the end of the half term in which the pupil was assessed.
- Discusses with the pupil that they will be visiting Enhanced Learning Department on a one to one basis or as part of a small nurture group, either once or twice a week, or more, as is deemed necessary. It is important that the pupil understands that they are going to be given lessons that are enjoyable and will make their reading, spelling, studying etc. easier to complete. It is also important that the pupil is given the opportunity to ask questions.
- Reviews progress with the class teacher, pupil and parents.
- Writes 'Enhanced Learning Lesson' reports to be included in the termly main school reports.
- Advises class teacher, pupil and parents when the pupil no longer needs intervention.

**If the pupil's needs appear to be complex and serious, requiring further investigation, or, their progress continues to cause concern the pupil progresses to Stage Three.**

### **Stage 3. 'School Action Plus'**

#### **The relevant SENco:**

- Gathers information from all the relevant parties and informs the relevant Deputy Head, who in turn informs the Head.
- Requests permission from parents to consult with an outside agency, usually an Educational Psychologist, Occupational therapist or Speech and Language Therapist.
- Arranges interview/ assessments from the outside agency.
- Liaises with outside agency, class teacher/tutor and parents on implementation of any recommendations.
- Summarises their findings and recommendations / other information and coordinates dissemination of this to all involved.
- Ensures that the pupil's special educational needs are made known to all those who will teach pupil. (Via IEP's, EP report summaries).
- Arranges a review date
- The SENco and class teacher / subject teachers and tutor will monitor and informally review progress during the course of each term.
- The SENco and class teacher / subject teachers and tutor will make formal review of progress through the termly main school reports, referring to the targets set for the pupil.
- The SENco will arrange a date for an Annual Review, informing all appropriate agencies, inviting them to attend.
- The SENco will review the meeting and forward the information to any other agencies involved as necessary.

#### **Provision**

- All staff accept it as their responsibility to meet special educational needs.
- All pupils identified as having special educational needs are integrated as fully as possible into school life.
- Throughout the school pupils are withdrawn on a one to one basis, or in small nurture groups, for specialist teaching.

#### **All staff meet the learning needs of S.E.N. Pupils by:**

- Use of non- contact time for classroom observation.
- Use of non-contact time for playground observation.
- Staff meeting to discuss strategies / differentiation.
- INSET - attending sessions provided by SENco or outside agencies.
- Modifying the content / delivery of lessons to ensure that pupils with S.E.N. have optimal access to the subjects taught. Guidance is provided via IEPs, EP report summaries. Subject specific IEPs can be written, with the SENco's support if appropriate.
- Use of classroom/ learning support assistants to give extra help.
- Use of the SENco.

#### **Support services:**

At present we have the opportunity of support provided / allocated from:

- Educational Psychologist
- Speech and Language Therapist
- Johansen Sound Therapist
- Occupational Therapist
- Behavioural Optometrist
- Connexions Personal Adviser

**Parents:**

In order to promote the partnership with parents of special needs pupils we:

- Value parental involvement and support at all stages.
- Listen to parents without prejudice.
- Are truthful and realistic, but sensitive.
- Ensure that all parents have equal access and entitlement.
- Ensure that parents understand that they are welcome to talk to a member of staff at any reasonable time.
- Ensure that parents understand that no stigma is attached to a pupil with special needs.
- Respect parents' rights to identify a S.E.N. In their child and to respond appropriately.
- Provide the parents with copies of IEPs and other information kept on their child.

**Complaints procedure:**

Parents should be advised to follow the procedure set out in the parents' handbook after having:

1. Approached the class teacher
2. Consulted with the relevant Enhanced Learning teacher and SENco.



## Section 3

### **Evaluation:**

Success in measuring on an individual basis. Each pupil has a rolling programme of assessments to derive clear, current base points; this is accompanied by accurate target setting and regular evaluation of their progress towards achievement of those targets.

Gains might be made in:

- Skills, e.g. Improvements in hand control, spelling patterns known.
- Test results, e.g. Reading/spelling age.
- 'Value added' (i.e. Achieving greater progress or higher standards than might have been predicted from previous assessments such as CATs, MidYIS, ALIS)
- Other targets might include self-esteem, confidence or their progress Vis a Vis other pupils.

### **Content of Individual Support Lessons**

**This will be based entirely on the individual needs of the pupil, and will be largely based on the targets specified on the IEP.**

- Teaching plans will include long term aims and short term targets. Generally the pupil will be involved in agreeing both their long term and short term goals. Parents and teachers may also have an input into these goals.
- Lessons may focus on specific measurable skills, such as phonic knowledge, comprehension or reading accuracy, and will work towards the specified targets.
- Most lessons will work towards the set goals, but where appropriate these objectives may be occasionally deferred e.g. If the pupil or their teacher has voiced a pressing need e.g. to complete a different learning task/ prep or revision techniques/ plans for public examinations.
- Other areas of teaching may include: study skills, such as learning strategies and thinking skills. Direct support in class in response to requests by teachers or the pupil themselves.

### **Ceasing lessons**

- Some pupils may need individual support lessons for the whole of their school career at Old Buckenham Hall.
- A pupil's progress is constantly monitored and reviewed and it may be appropriate to cease lessons, at least temporarily, when a given set of long term targets have been achieved. The teachers, parents and pupil should agree to this.
- Lessons should be resumed, subject to agreement, at any time, should the need arise. This is sometimes the case as the demands of the curriculum increase as the pupil progresses up the school.

## **Resources: currently used for assessments**

- WRAT 4 Wide Range Achievement Test
- PhAB Phonological Assessment Battery
- BPVS British Picture Vocabulary Scale
- SWST Single Word Spelling Test NFER
- SWRT Single Word Reading Test NFER
- Suffolk Reading Scale 2
- CATs Cognitive Ability Tests
- MidYIS Middle Years Information System
- Sentence Completion Test - Hedderly
- Verbal and Non Verbal Reasoning Test NFER
- BURY Infant Screening Test NFER
- ASDS - Aspergers Syndrome Diagnostic Scale
- 'Phonographix' Diagnostic Test
- 'Nessy' Checks - reading and spelling

## **Glossary of Terms**

- IEP Individual Education Plan
- LSA Learning Support Assistant
- EPR Educational Psychologist Report
- OT Occupational Therapist
- SaLT Speech and Language Therapist
- S.E.N. Special Educational Needs
- SENco Special Educational Needs Coordinator
- C.A.Ts Cognitive Ability Tests
- MidYIS Middle Years Information System

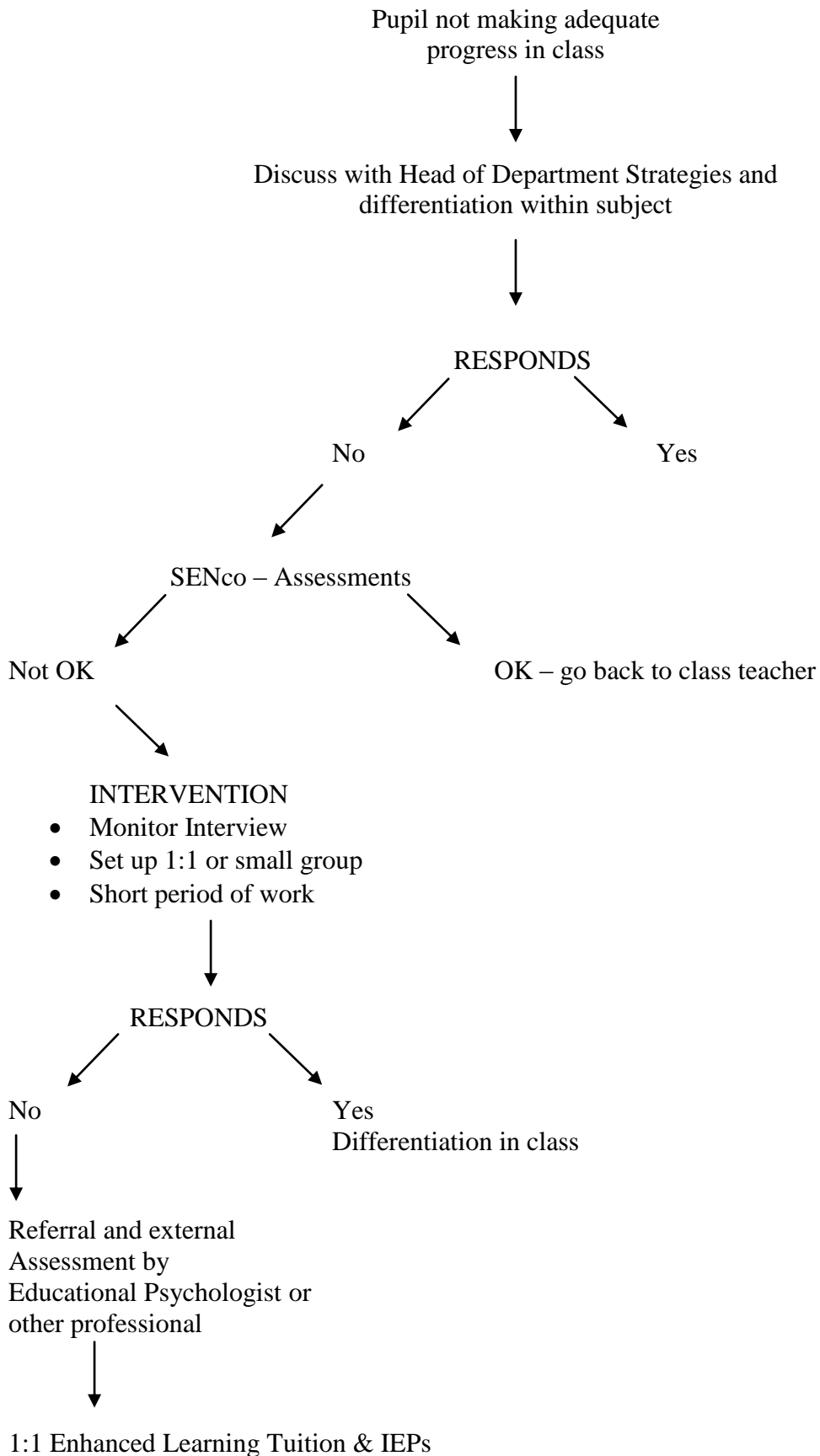
## **POLICY REVIEW**

This policy was last reviewed in February 2012. It is to be reviewed annually or when there are changes in legislation, by the SENCO, in conjunction with the Headmaster and the 'Responsible Person' on the governing body.

**January 2015**

## Appendix A

### Flow Chart – ‘Concerns and Referral’



## Appendix B

## **Special Educational Needs Provision Referral Procedures for a Pupil Causing Concern Staff Guidance**

"Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENco and all other members of staff have important day to day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility."

Paragraph 5.2 Special Educational Needs Code of Practice November 2001 DfES.

### **Code of Practice**

A requirement since 2001 Code of Practice is to maintain a 'graduated response', comprising of three stages; Concerns, School Action, School Action Plus.

### **Concerns**

These are children about whom concern has been raised. They will be supported in every lesson by all staff and work will be differentiated where appropriate. An assessment by the Enhanced Learning Department may or may not have been carried out. Some children may also receive 1:1 support outside the classroom in order to ensure progress.

In practice this will include children who are being monitored but who are currently making adequate progress and do not need additional support from an Educational Learning teacher. It will also include those children, in particular those in the upper part of the school, who are receiving support from Enhanced Learning or other tutors (often at parental request) in order to make sure that they continue to make adequate progress in a particular subject area or subjects. These children will not require IEP, although their progress will be reviewed on a termly basis.

### **School Action**

A member of the Enhanced Learning Department will have assessed these children and a recommendation will have been made for one or two withdrawal support lessons each week. They will be supported in every lesson by all staff and work will be differentiated where appropriate. An IEP will be written detailing provision additional to or different from that generally available for all pupils. Recommendations will be available to all staff via the Enhanced Learning Department and placed in the Enhanced Learning Folder in the Staff room.

The vast majority of our children, who require IEP, will be receiving this level of support.

### **School Action Plus**

These are children who have had a further assessment by external agency (usually an Educational Psychologist) and a report is produced stating the precise nature of the difficulties and specific support needed. AN IEP will be written detailing specific provision and they will usually receive withdrawal support in addition to support provided in lessons.

However, not all children who have a report from an external agency will be at Action Plus. Some may be on School Action and some may remain on Concerns if adequate progress is being made and no specific arrangement is required. Children should only be on School Action Plus if their level of need is such that they require ongoing support from an appropriate external agency.