



G5.4

LEARNING SUPPORT POLICY

The Learning Support Department

Head of Learning Support (HoD):

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Guiding Principles

Our policy takes into account the recommendations set out in the:

- Revised Code of Practice for Special Educational Needs and Disability 0-25 years (The SEND Code, 2015)
- The Equality Act (2010) that sets out the legal obligations that schools and early years providers have towards disabled children.

Definitions

We recognise that a range of learning support needs, learning difficulties, behavioural problems, physical or sensory disabilities exist in this school. For some pupils the difficulties might be mild and short term but for others they may be long term and more complex. We recognise that there is a continuum of learning support and Special Educational Needs (SEND) and that the needs of the majority of our pupils are at the learning support level, below the SEND level. Hence our department is known as The Learning Support Department and this includes all the children who require additional intervention.

Special Educational Needs and Disability (SEND):

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them (SEND Code, 2015).

At The Downs School a pupil is considered as SEND if they have had a formal diagnosis made by an Educational Psychologist (EP) or other professional.

Learning Difficulty (LD):

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

- Has a significantly greater difficulty in learning than the majority of others of the same age, and/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

At The Downs School a pupil is considered to have a LD if they are in receipt of either individual literacy or maths support but have had no formal diagnosis.

Special educational provision:

Provision that is additional to, or otherwise different from, the educational provision made generally for children of the same age in school.

A disabled person:

A disability under the Equality Act (2010) is:

‘A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This includes sensory impairments, such as those affecting speech, sight or hearing; developmental, such as Autism Spectrum Disorder (ASD); dyslexia and dyspraxia; memory, Attention Deficit Hyperactivity Disorder (ADHD), mental health conditions; asthma; diabetes, epilepsy, cancer.

There is a significant overlap between children with SEND and those with disabilities. Where a disabled child requires special educational provision they will also be covered by the SEND definition.

Language:

Children must not be regarded as having SEND or a learning difficulty solely because the language spoken at home is different from the language in which they will be taught. In Early Years, it is particularly important to look carefully at all aspects of a child’s learning and development to establish whether any delay is related to learning English as an additional language (EAL) or if it arises from SEND or disability.

At The Downs School a pupil is considered as EAL if English is an additional language.

Our Aims

All the pupils at The Downs School receive a broad, balanced education that enables them to achieve their full potential. We seek to create an environment that meets the educational needs of every pupil.

Pupils are provided with appropriate learning opportunities, catering for individual differences and special educational needs.

Lessons are conducted in a secure, supportive and disciplined manner. Pupils and the staff interact in a manner that demonstrates mutual respect.

We seek to demonstrate concern for the whole child, addressing emotional, mental and social development as well as intellectual needs.

Our Objectives

The Downs School seeks to uphold the following fundamental principles in line with the SEND Code (2015):

- To enable all pupils to have full access to a broad, balanced and relevant education
- To provide Quality First teaching that is differentiated and inclusive so that barriers to learning can be removed and all pupils can reach their full potential

- To identify, at the earliest opportunity, any pupil who may require additional support and/or SEND provision
- To provide appropriate levels of intervention, either classroom based or through small group or individual tuition, deploying staff and resources flexibly to meet identified needs
- To ensure that all staff are aware of each child's needs so that such needs can be met by using a variety of teaching styles
- To monitor the pupils' needs and review progress on a regular basis
- To ensure that parents are kept fully informed at all times of their child's progress and attainment
- To provide pastoral care and support for all children so that they may build a strong sense of self- esteem
- Where appropriate, in a very small minority of cases, work in close liaison with the parents, other professionals and the Local Authority to develop Education, Health and Care (EHC) plans for pupils (SEND Code, 2015).

Roles and Responsibilities

Head of Learning Support

The Head of Learning Support (HoD) plays a crucial role in the school's Learning Support and SEND provision. This involves working with the staff, the Headmaster and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Over-seeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Summarising all professional reports for teaching staff and parents. Uploading all information onto staff resources
- Liaising with and giving advice to teachers
- Managing Learning Support Teachers and Assistants
- Ensuring all Learning support staff are compliant with the Contact with Children policy; Where one-to-one teaching takes place:
 - The room should preferably be on the ground floor with a window open to public view- *All Learning Support rooms are on the first floor but have windows in all the rooms*

OR

- *The door should be glazed- the doors are solid wood fire doors but all rooms have one partially glazed wall.*
- Maintaining a Learning Support List and updating pupil records
- Liaising with parents
- Ensuring that staff can recognise pupils in need of support by providing INSET training, advice and information about further professional training courses
- Specifying exam arrangements for pupils requiring extra time, scribes and/or readers
- Liaising with external professionals

The Specialist Teachers

The main role of the specialist teachers is to provide one to one literacy or maths tuition to address identified learning difficulties.

Other responsibilities include:

- Create and maintain Individual Education Profiles (IEP)
- Liaise with teachers and parents on the progress of the child supported
- Assess Pre Prep pupils, using standardised literacy and numeracy tests, who have been identified as a concern but not in receipt of one to one support
- Attend IEP review meetings twice a year
- Maintain specialist knowledge of learning difficulties through continued professional development
- Keep registers for all support provided
- Assist the HoD in the running of the department where appropriate
- Attend whole school and department meetings

The Learning Support Assistant

Below are the main responsibilities of the Learning Support Assistant:

- Support the pupils identified as needing additional support in class
- Delivering small group catch up sessions to pupils across both schools as directed by Head of Learning Support
- Helping pupils achieve their individual or group targets each term
- Attending whole school training
- Providing the Learning Support Department with regular updates on the Learning Support pupils' progress
- Liaising with external professionals where directed to by Head of Learning Support

The Teachers

All the teachers' responsibilities include:

- Making provision for SEND pupils
- Keeping the HoD well informed about pupils' progress
- Updating information about SEND pupils
- Knowing exactly at what point to complete a Record of Concern
- Informing the parents of this concern and the subsequent support
- Collaborating with the HoD to decide the action required to assist the pupil to progress
- Working with the HoD to collect all available information on the pupil
- Developing, in collaboration with the HoD, provision plans for SEND pupils
- Working with pupils on a daily basis to deliver targets within differentiated planning.
- Developing constructive relationships with parents

The Headmaster

The Headmaster's responsibilities include:

- Managing, with the Senior Management Team (SMT), all the day-to-day of aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the Learning Support team
- Ensuring that SEND provision is an integral part of the School Improvement and Development Plan

The Governing Body

The Governing Body's responsibilities include:

- Ensuring that the SEND provision is of a high standard
- Having regard to the Code of Practice

The Four Areas of Need

The new code of Practice (2015) recognises that pupils' needs and requirements fall into four broad areas of need and support:

- **Communication and interaction**- Speech, Language and Communication Needs (SLCN), Autism Spectrum Disorder (ASD) including Asperger's Syndrome
- **Cognition and learning**- moderate, severe and profound learning difficulties, Specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia
- **Social, emotional and mental health difficulties** - withdrawal or isolation, challenging, disruptive or disturbing behaviour possibly reflecting underlying mental health difficulties such as anxiety, depression, eating disorders or other physical symptoms that are medically unexplained. Also included ADD, ADHD and attachment disorder
- **Sensory and/or physical needs** – Vision, hearing, multi-sensory impairment and/or physical disability

Admission

There is a non-selective policy for pupils entering at reception level and at Bertie's and no formal testing or selection procedures are in place. The Head of Pre-Prep and Bwertie's visits prospective pupils at their pre-school setting and the school receives the relevant transfer documents. Pupils attend two familiarization mornings and are observed closely. If there are any significant issues or needs and it is felt that a child would benefit from a delayed entry, the Head of Pre-Prep will meet with the parents and advise accordingly.

Children from Y1 to Y3 are assessed by the class teachers. In addition the Head of Pre Prep completes a short reading, spelling and numeracy assessment. The information is recorded and given to the Headmaster.

Children from Y4 to Y6 will complete INcas and Y7 to Y8 MidYIS. These are supervised by the teacher on the Curriculum Group responsible for assessment. The results are given to the Headmaster.

Should any child already have identified SEND, relevant reports should be brought to school on the taster day and the Learning Support Department will carry out standardised literacy and numeracy tests.

Any child who on the taster day appears to have difficulties, may be referred to the HoD for further assessments so that an informed decision about entry can be made.

Pupils with an Education Health and Care (EHC) Plan

The school will admit a limited number of pupils with an EHC plan related to a Specific Learning Difficulty (SpLD) issued by a Local Authority. These pupils will be admitted after careful consideration as to whether they will be able to perform independently in the normal differentiated classroom with appropriate support.

EHC plan pupils will be registered as SEND on the school Learning Support List. They will have an IEP (Individual Education Profile) devised for them that has been established after consultation with parents and the pupil, if deemed appropriate. The IEP will include targets identified in the EHC plan and will be implemented as far as possible within the normal classroom setting.

Annual Review of EHC Plans

All EHC plans will be reviewed annually with parents, the pupil if appropriate, the LA and the school to consider whether any necessary amendments should be made. The review meeting should focus on what the pupil has achieved as well as ongoing difficulties that need to be resolved.

Identification and Assessment

Early identification of pupils within the School and Bertie's with learning difficulties or SEND is a priority.

A child's needs may become apparent through:

- Ongoing teacher observation and assessment within the classrooms
- Lower than expected attainment in standardized tests
- Diagnostic testing – literacy and numeracy/SALT
- Lower than expected exam results
- A widening attainment gap between the child and their peers
- A previous rate of progress not being maintained
- Little progress, despite differentiated approaches and resources having been focused on a child's identified area of weakness
- Persistent emotional or behavioural difficulties
- Parental concern

How pupils are supported once a need for intervention is identified in the Pre Prep:

Once a pupil has been identified as causing concern a clear system of support and intervention is put into place following a graduated response (Appendix 1).

- Teachers are responsible for providing differentiated teaching and management strategies that accommodate all the pupils in their class and provide the opportunity for all pupils to meet their potential.
- **Wave 1** Some pupils will be found to be in need of a more targeted approach that will be initially teacher led. The class teacher will complete a Record of Concern (Appendix 2) outlining how they are managing the pupil's area of need. This is saved electronically on Staff Resources for all staff to view and amend. This will follow the **Assess, Plan, Do Review** model (SEND Code, 2015) Parents will have been informed of the teachers concern before any assessment takes place.
- **Wave 2** After 3 half terms, if the concerns remain the pupil is referred to HoD for screening in either literacy and/or maths. If any standardised score falls below 90, catch-up group work or in class support is recommended. At this point parents are informed of the extra provision on offer, but the pupil is not labelled as being in need of SEND provision. The targeted work may be in phonics, literacy and numeracy, handwriting, social skills etc. Differentiated targeted teaching and monitoring continues.
- **Wave 3** For a few pupils the concerns will persist and following further diagnostic assessment the pupil may be offered specialist individual lessons where teaching is targeted to areas of specific need. At this point an IEP will be written clearly outlining the needs of the pupil together with management strategies and specific targets. External professional advice may be sought.

- If the pupil's literacy or numeracy skills develop in line with their peers, one to one support will cease and they will return to Wave 1 for monitoring before being removed from the Learning Support List.
- For a very few pupils consideration may be given for an EHC plan. The school will liaise closely with parents, other professionals and the local authority to ensure the best outcomes for the pupil.
- LSA led group work in Literacy and Maths in year 1 to year 3, where appropriate.
- Specialist individual teaching in Literacy and Maths in year 3 and in exceptional circumstances also in year 1 and 2.

Tracking Progress in Learning Support Lessons

- Targets are set, discussed and agreed by the pupils and parents twice a year and reviewed as part of the Individual Education Profile (IEP) review meetings.
- Standardised tests in literacy and numeracy are carried out once a year and the results analysed and shared with staff as well as being part of the IEP review with parents.
- Whole School assessments are also used by the Head of Learning Support to evaluate a pupil's progress but also their underlying ability to learn.

How pupils are supported once a need for intervention is identified in the Prep School:

Due to early identification, the graduated wave approach in the Pre Prep school and the admissions procedure in the Prep school very few children are identified as a cause for concern. Please see explanatory notes in Appendix 5.

The range of our learning support provision includes:

- Specialist individual teaching in Literacy and Maths from Year 4 upwards.
- Individual Speech and Language intervention from Reception upwards.
- Individual and group support for pupils with social communication difficulties from Reception upwards.
- In class LSA support in English and Maths classes from Year 4 to Year 8, where appropriate.
- LSA led group work in Literacy and Maths for pupils only studying one language from Year 6.
- Early morning practice of reading and touch typing.

Timetabling

When support is needed in a withdrawal situation, the first priority is to ensure that all children have access to a broadly based curriculum and do not miss core subjects. Their individual preferences and strengths are taken into account in addition to the advice of the staff members and parental requests.

Evaluating Success of the SEND Policy

The success of the policy will result in the needs of all children with SEND being met by:

- Having the systems in place to identify children with SEND as early as possible
- Making use of good practice in planning for, teaching and assessing children with SEND
- Regularly reviewing the child's progress against targets set
- Providing additional intervention if progress is not adequate
- Having a positive and effective partnership with parents
- Encouraging a multi-disciplinary approach whenever possible

Complaints

Should anyone have any concerns or complaints about SEND provision, they should firstly approach HoD to discuss the issues. If the matter fails to be resolved they should make an appointment with the headmaster.

External Agencies

Where necessary the following external professionals maybe be consulted:

- Educational Psychologist
- Occupational Therapist
- Speech and Language Therapist
- Psychiatrist
- Optometrist
- Counsellor
- Local Education Authority
- CAHMS

Staff Responsible: Head of Learning Support

Date of Policy: 2 July 2018

Date of Policy Review: 1 July 2019

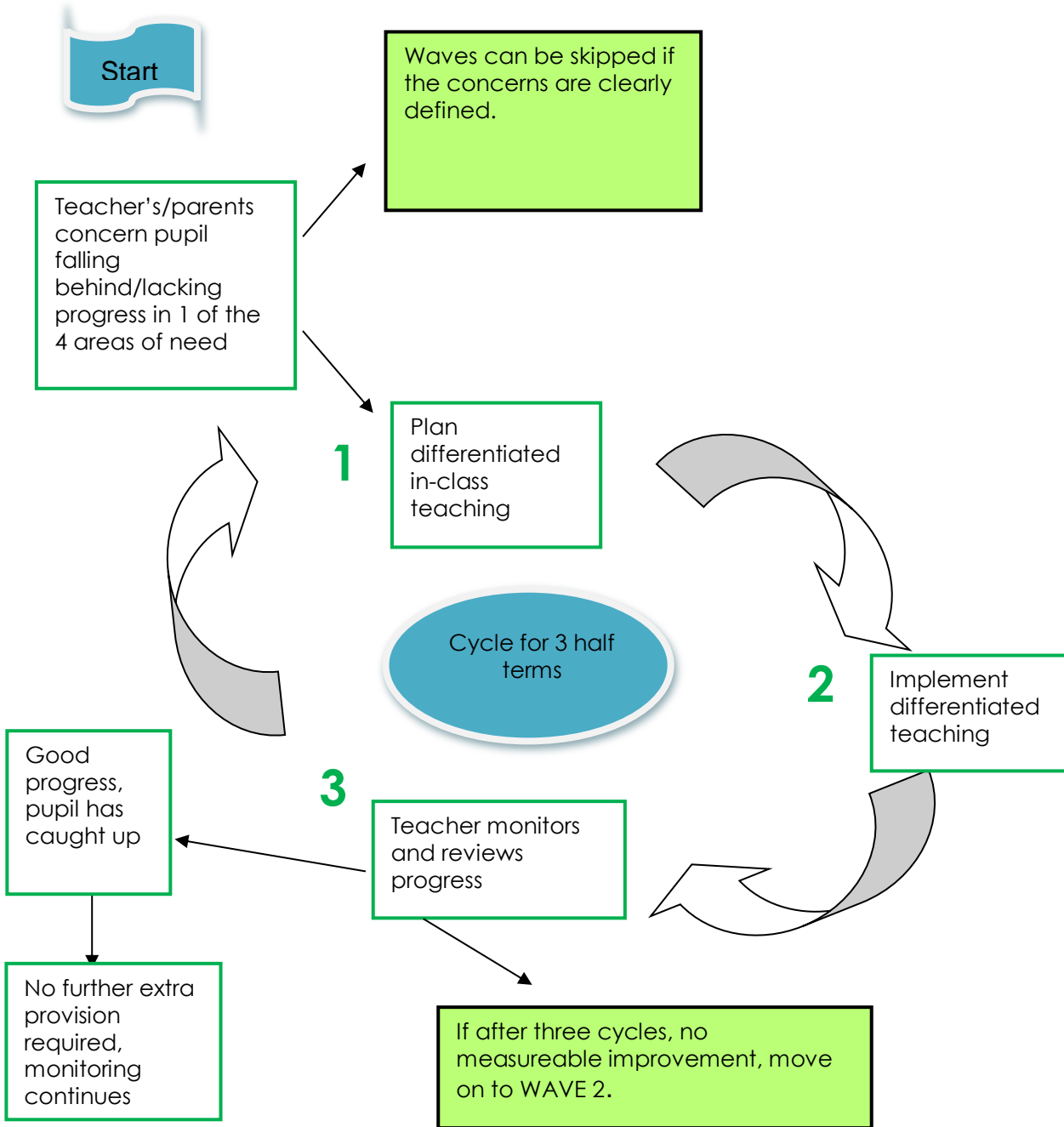
Appendix

1. Flow diagrams showing Graduated response
2. Record of Concern
3. IEP Policy
4. Blank IEP
5. Explanatory notes of the Graduated response
6. Non-French Provision

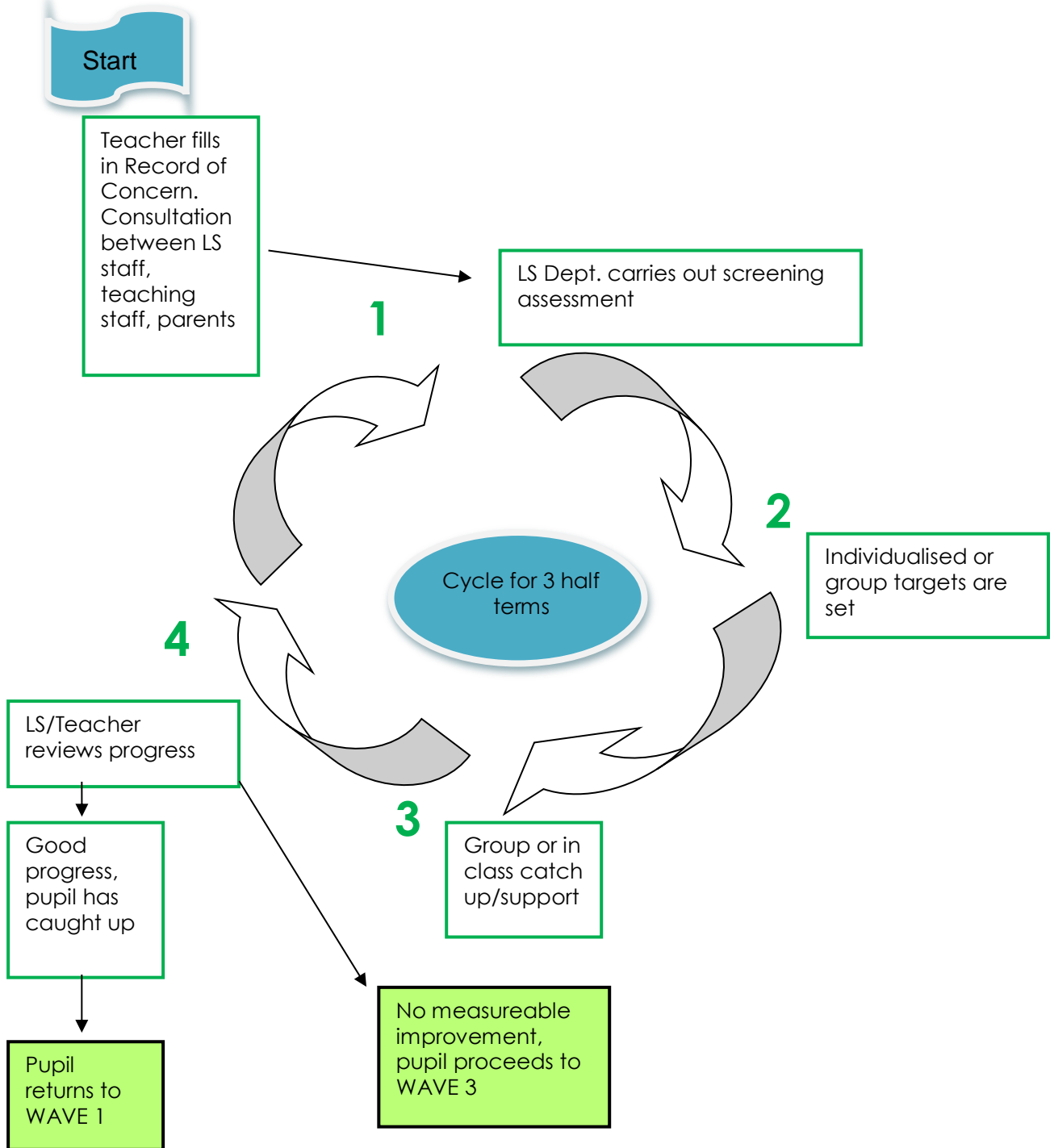
- 7. Exam support/concessions
- 8. Learning Support flow chart of support

The Graduated Approach to Intervention for Learning Success

WAVE 1

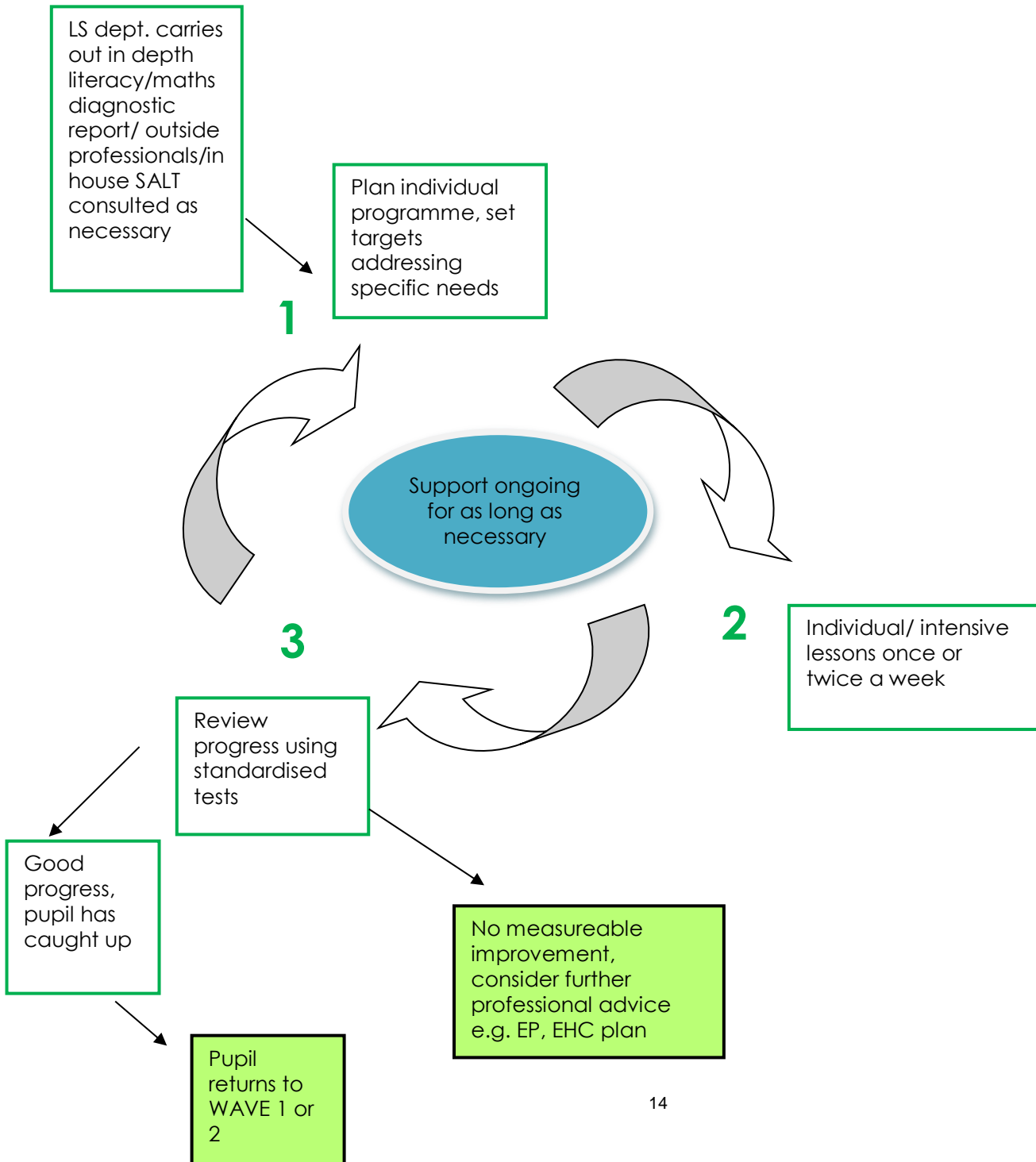


WAVE 2



WAVE 3

Start



Raising an Initial Concern

Pupil's Name:	Form:
DOB:	CA:
Adult raising concern:	Date:
Relationship of Adult e.g. parent, teacher:	

An outline of concerns/observed difficulties (academic, behavioural etc.)

Action by teacher (e.g. what kind of differentiation, behavioural management, or other support can be put in place within the classroom)

Recommendations for further action in discussion with LS Dept.

Review date:



Individual Educational Profiles (IEPs)

What is an IEP?

An Individual Educational Profile, known as an IEP, is a personalised plan and record of action undertaken to ensure that pupils with additional needs to those of their peers are fully included in the life of The Downs School and have equal opportunity to fulfil their potential.

IEPs at the school are written and implemented according to the following principles:

- IEPs are working documents with a practical value in the present moment – they are not a ‘paper exercise’.
- IEPs act as a profile outlining a student’s particular strengths and weaknesses
- IEPs actively involve the pupils where possible, parents/carers, teachers and where necessary, external agencies.
- IEPs work towards personal outcomes and individual needs
- IEPs support high quality teaching and enable appropriately differentiated work in the classroom
- IEPs outline action *additional and different* to everyday classroom practice, taking into account what the pupil can already do independently.
- IEPs are accessible to all involved - using ‘Plain English’, avoiding jargon and ‘information overload’.

How is an IEP created and maintained?

The following process is adhered to in the creation and maintenance of IEPs:

1. Head of Learning Support identifies the additional needs of the pupil by referring to any professional reports, diagnostic assessments, referral to external agencies and liaison with previous schools, if appropriate.



2. Head of Learning Support arranges an IEP Meeting with parent/s or carer/s, involved colleagues and any involved external agencies.



3. Head of Learning Support chair an IEP Meeting with relevant parties in which additional needs are explained / discussed, outcomes and action agreed.



4. Head of Learning Support draft the IEP based on the information from the IEP Meeting.



5. The IEP is sent to all relevant parties to agree on content.



6. Once agreed by all concerned the IEP is then uploaded onto staff resources and all teachers involved with the pupil are informed and are expected to read the IEP and follow the guidelines.



7. Each IEP is scheduled to be reviewed on a twice yearly basis by the Learning Support Department in consultation with colleagues and parents/carers. An IEP Meeting will be arranged in December and June of each year. An IEP may also be reviewed at other times should the pupil present with heightened / changed additional needs or if they are due to exit the LS List.

At The Downs School our policy is as follows:

- Any pupil, who is on the LS List and is currently in receipt of specialist literacy or numeracy support lessons in school, will have an IEP.
- Any pupil, who is on the LS List and is currently in receipt of specialist intervention from another professional e.g. Speech and Language therapist, Occupational therapist or Psychiatrist in/ or outside school, will have an IEP.
- Any pupil who is on the LS List who has had a professional report or intervention by another professional in the last 3 years will have an IEP.
- Any pupil who is on the LS List who has a recognized mental or physical disability that may impact their learning will have an IEP.
- Any pupil who has English as a second language will be on the LS List, if they cannot access the curriculum without support, they will have an IEP.

How is the effectiveness of an IEP reviewed?

- Each Individual Educational Profile begins by outlining the intended outcomes of the action undertaken.
- For some pupils receiving additional support –the intended outcomes will be specific and detailed, running in addition to curriculum attainment targets.
- For other pupils – particularly those with milder difficulties – there will be a more generalized outcome focused on facilitating full access to teaching & learning in the classroom and any other opportunities for development & achievement.
- Fulfilment of intended outcomes will be measured through assessment by Learning Support Department, consultation with teachers, screening/standardized assessments and IEP Meetings.



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Learning Support Department

INDIVIDUAL EDUCATIONAL PROFILE (IEP)

Name:		DOB:		CA:	
Area of Need/s:		Form:			

Intended Outcome/s of the IEP:	
Monitored by:	

IQ Scores:	Chronological Age:

Attainment Scores:	Chronological Age:

Strengths & Weaknesses:
Strengths <ul style="list-style-type: none"> • Weaknesses <ul style="list-style-type: none"> •

Provision in school:
Current: <ul style="list-style-type: none"> •

Previous: <ul style="list-style-type: none"> •

In Class Support Strategies:	•
OT Support Strategies	•
SALT Support Strategies	•
Home Support Strategies	•
Exam arrangements:	
External Agencies:	

Professional Assessments/Reports:		
Set up date:		by: LS Department
Review date:		

The wave of Graduated approach in practice:

Pre-Prep

- Class teachers inform HoD of by completing a standardised form outlining the nature of their concerns and how they are managing it in the first instance by differentiated quality first teaching.

Literacy and Maths

- Learning Support Department carry out an initial screening tests in reading, spelling and numeracy to gain a Standardised score
- Pupils in Year 1 and Year 2 with a Standardised score of less than 90 in any of the three areas above will be offered group support with the LSA
- Pupils in Year 3 with a Standardised score of less than 90 will then be offered further diagnostic assessment and individual tuition if felt necessary

Speech and Language and Social Communication

- HoD will inform SALT who will gather initial case history information and carry out a full assessment if required.

Motor Control

- HoD to carry out an initial observation of fine and gross motor skills and make recommendations to teaching staff as necessary
- HoD may suggest an Occupational Therapist (OT) referral

Behaviour and Anxieties

- Pre-Prep staff liaise to discuss and devise an individual behaviour management plan
- If concern continues HoD to refer to other professionals; SALT, Educational Psychologist (EP) or counsellor

Prep School

- Subject teachers inform the HoD of their concern at termly attainment meetings or at any point throughout the academic year
- The following terms have been taken from the SEND Code of Practice (2015)

Cognition and Learning

- Learning Support Department to carry out an initial screening test to gain a Standardised score in reading, spelling and basic computation
- Pupils with Standardised scores of less than 90 will then be offered a diagnostic assessment and if appropriate individual tuition

Communication and Interaction

- HoD will inform SALT who will gather initial case history information and carry out a full assessment if required.

Sensory and/or Physical

- HoD to carry out an initial observation of fine and gross motor skills and will make recommendations to teaching staff as necessary
- If pupil's difficulties continue to be a concern HoD to suggest an Occupational Therapist (OT) referral

Social, emotional and mental health

- HoD and one of the Senior Leadership Team in liaison with key staff to devise an individual behaviour management plan
- If concern continues HoD recommend referral to an Educational Psychologist (EP) or other specialist professional
- Analysis by Head of Pastoral Care of AS tracking data, where appropriate

How we know pupils are making progress using the Graduated response as outlined in the Code of Practice (2015):

Pre-Prep pupils

In Class

- Teachers assess and review the needs of every pupil in their class on a termly basis via a variety of measures non- standardised and standardised (PIP's)
- Teachers review the needs of any pupils who have been highlighted with a current/ previous concern. Specific in class targets are set by teachers in Year 1 to help and support such pupils. Following screening the specific targets in literacy and maths will be set by Learning Support (LS) Department

Group work with LSA

- Each pupil is set individual termly targets by LS Department
- Targets are reviewed at the end of each term and new ones set as appropriate
- Parents are invited in to discuss these targets and copies are issued
- LS Department to assess progress in summer term using standardised tests
- Support will be ongoing until the pupil has achieved the standardised norms in Literacy/Maths

Specialist Individual Lessons

- Each pupil has an Individual Education Profile (IEP) outlining the extra provision the school is providing together with termly targets
- Targets are reviewed twice yearly and new ones set as appropriate
- Parents are invited twice yearly to discuss these targets
- Learning Support Department to assess progress in summer term using standardised tests
- Support will be ongoing until the pupil has achieved the standardised norms in Literacy/Maths

SALT

- Each pupil has an Individual Education Profile (IEP) outlining the extra provision the school is providing together with targets
- Targets are reviewed twice yearly and new ones set as appropriate

- Parents are invited twice yearly to discuss these targets and copies are issued
- SALT to formally assess progress as required using standardised tests
- Support will be ongoing until the pupil has achieved the Standardised norms

Other concerns:

- Any pupil who has been assessed by an external professional (OT, EP, Psychiatrist etc.) will have an IEP outlining the extra provision the school is providing together with targets
- Targets are reviewed twice yearly and new ones set as appropriate
- Parents are invited to discuss these targets and are issued copies
- SEN pupils with more complex difficulties/disabilities may require an Education Health and Care (EHC) plan

Prep pupils

Subject teachers

- Teachers assess and review the needs of every pupil in their classes on a termly basis via a variety of measures non- standardised and standardised (INcas). Specific targets are set in the end of term reports.

In class support with LSA

- HoD and subject teachers to assess progress via unit tests and formal exams

Specialist Individual lessons

- Each pupil has an Individual Education Profile (IEP) outlining the extra provision the school is providing together with termly yearly targets.
- Targets are reviewed and new ones set as appropriate
- Parents are invited in to discuss these targets
- Learning Support Department to assess progress in summer term using standardised tests

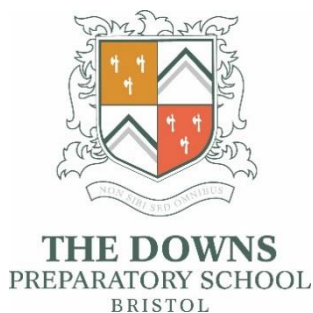
- Support will be ongoing until the pupil has achieved the standardised norms in Literacy/Maths or it is agreed together with parents that the pupil has made sufficient progress

Speech and Language Therapy (SALT)

- Each pupil has an Individual Education Profile (IEP) outlining the extra provision that is being provided and targets are shared with parents
- Parents are offered meetings to discuss progress
- SALT to formally assess progress as required using standardised tests
- Support will be on going until the pupil has achieved the Standardised norms

Other concerns:

- Any pupil who has been assessed by an external professional (OT, EP, Psychiatrist etc.) will have an IEP outlining the extra provision the school is providing together with targets
- Targets are reviewed twice yearly and new ones set as appropriate
- Parents are invited to discuss these targets and are issued copies
- SEN pupils with more complex difficulties/disabilities may require an Education Health and Care (EHC) plan



Process of reviewing Language provision in SEN Department

Year 4 - Compulsory

X 2 French lessons

Year 5 - Compulsory but will review provision after Easter Term half term

X 3 French lessons and x1 Spanish lesson

System of review

Parent Concern	<ul style="list-style-type: none"> • Discuss with Head of SEN • Discuss with Head of Language
Review by Head of SEN	<ul style="list-style-type: none"> • Review Educational Psychologist Report OR • Informal Internal Assessment
Internal Informal Assessment	<ul style="list-style-type: none"> • Analyse assessment data; InCAS, internal exams, NFER • Consultation with colleagues and child
Recommendations of review to CG	<ul style="list-style-type: none"> • Summary of assessment • Recommendations to include how lessons dropped might be covered to the benefit of the child's progress in English or Maths
Decision	<ul style="list-style-type: none"> • Meeting with Parent • Implementation; changed shared with colleagues • Review after 6 months

Provision for pupils not studying

- LS Department will target French lessons for Learning Support where the timetable allows
- Year 6, 7 and 8 will receive additional Literacy group work with an LSA and maths group work if timetable allows



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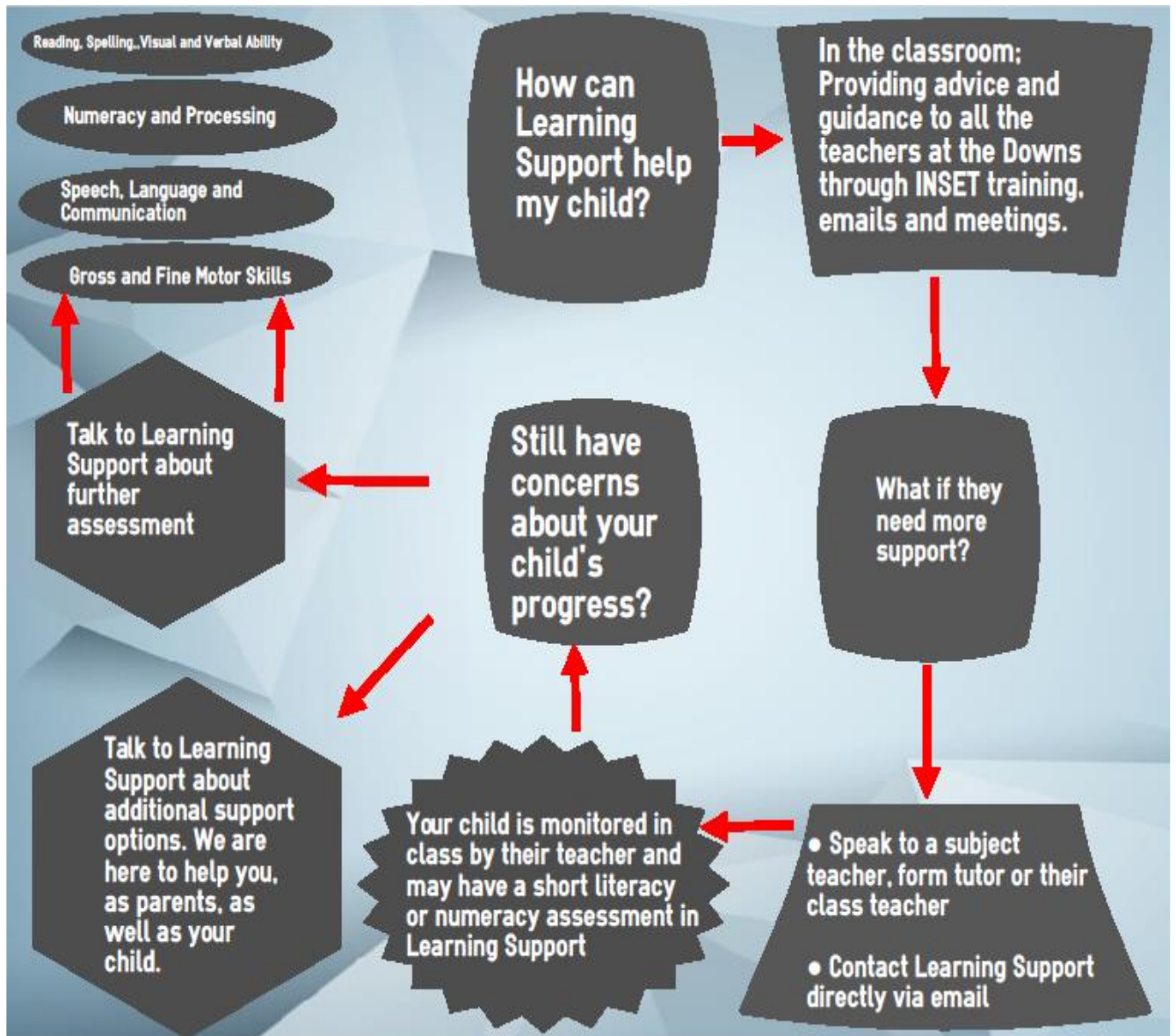
Learning Support Pupils and Exams:

Up until the end of Year 6:

- Any pupil having LS lessons will be entitled to 25% extra time.
- Those with a current EP report may have further concessions if recommended.
- Any pupil with a standardised score on or below 85 for reading, writing speed, and/or spelling will also be eligible for a reader/scribe.

From the start of Year 7 onwards:

- Exam concessions will only be given to a pupil if they have been clearly recommended in an EP report, in the last three years.



Special Educational Needs, Disability and Inclusion Policy

This policy represents agreed principles for Special Educational Needs and Disability throughout the setting. All staff at Bertie's Nursery have agreed this policy.

Introduction

The Inclusion Coordinator (INCCO) is Claire Corlett

She will be attending the North Somerset Council INCCO training for new INCCOs and will regularly attend INCCO cluster meetings.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **Partnership working** between practitioners and with parents and/or carers;
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- The *areas of learning and development* which must shape activities and experiences (*educational programmes*) for children in all early years settings;
- The *early learning goals* that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
- *Assessment arrangements* for measuring progress (and requirements for reporting to parents and/or carers).

The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

Overarching principles

Four guiding principles should shape practice in early years settings. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

This is our starting point for planning that meets the specific needs of individual children. When planning, staff respond to children's diverse learning needs. Some children may have barriers to learning that mean they have additional needs and require particular support by the setting.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider the prime areas of learning and any information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and where appropriate the child's views and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not

necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, should be sought e.g. Early Help Assessment (EHA).

Children may have Special Educational Needs either throughout or at any time during their early years' development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

The aims of this policy are:

- To support the early identification of children's needs and early intervention to support them
- To focus on inclusive practice and removing barriers to learning
- To provide high quality provision to meet the needs of all children
- To create an environment that meets the Special Educational Needs of each child
- To ensure that the provision for Special Educational Needs follow a graduated approach of assess, plan, do and review
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in planning for children's Special Educational Needs
- To use the settings' best endeavours for children's access to the setting
- To ensure that parents are able to play their part in supporting their child's education

The INCCO role is to;

- Support and advise colleagues
- Oversee the records of all children with Special Educational Needs
- Ensure parents are closely involved throughout and that their insights inform the action taken by the setting
- Act as link with professionals, external agencies and other support agencies
- Regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN or disabilities.
- Manage a range of resources, human and material, to enable appropriate provision for children with Special Educational Needs
- Contribute to the professional development of all staff
- Ensure all staff are aware of their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN

- Ensure all staff are aware of current and appropriate documentation such as; best fit, 2 year old check, starting points, learning diaries, Individual Progress Plans, Early Support Inclusion Material and the Area Senco and their role

We (as a setting) may apply with parental permission for SEN Top-Up Funding for Early Years from North Somerset Council to support quality provision for the child.

The INCCO supports the key person to monitor impact of interventions on progress of children with SEND.

The INCCO supports the key person to draw up Individual Progress Plans for children. The INCCO and the Head of Nursery hold regular meetings to review the work of the setting in this area.

Inclusion

We aim to offer good quality provision and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our nursery community. Through stimulating provision, we respect the fact that children;

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire absorb and communicate information at different rates;
- Need a range of different teaching approaches and experiences

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early year's practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Staff respond to children's needs by:

- Providing support for children who need help with communication and language
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- Planning to develop children's understanding through the prime areas of learning and development within the Early Years Foundation Stage (Personal Social and Emotional Development, Physical Development and Communication and Language);

The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for the children. As an early years setting we will use our best endeavours to make sure that a child with SEN gets the support they need.

Special Educational Needs

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. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

All our children are observed when they join our nursery, so that we can plan for their next steps in learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. This observational assessment continues throughout their time within our setting, significant learning is documented within the child's learning diary, the statutory two year old check and aligned to EYFS best fits.

If our observational assessment indicates that a child may require additional support, we use a range of strategies to make full use of all available resources. In liaison with the child's parent and INCCO, the Key person will offer additional interventions to support the child's development. The Key person will keep parents/carers informed and draw upon their insight into their child's development. We will record the strategies used to support the child within an Individual Progress Plan (IPP). The IPP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place every 6 weeks. Parents/carers will be involved in the writing and review of each IPP.

If the IPP review identifies that support is needed from outside services, we will consult parents/carers prior to any support being actioned. In many cases, children may be seen in the setting by external support services. External support services may provide information for the child's new IPP.

If the INCCO, Key person and parents/carers feel that the child would benefit from further support, the Key person will then take the lead in further assessments of the child's needs using the document 'North Somerset EYFS Early Support Assessment Statements For Children with Special Educational Needs and Disabilities (SEND)' This is designed to be used if practitioners are concerned about a child's rate of progress compared with their peers, or when some of their skills appear to be delayed. This will be done within the setting and in collaboration with parents or carers.

Through the support of the Area SENCO additional or SEN Top up Funding may be applied for. This is in addition to the Child's 2, 3 or 4 year old funding and can be used for more individual support, training for staff and resources.

A range of written evidence about the child will support the application.

As a setting we use the document 'North Somerset EYFS Early Support Assessment Statements For Children with Special Educational Needs and Disabilities (SEND). This document enables us to assess children's achievements and plan for the small steps that some children with SEND need. We are aware that children develop in their own rates and in their own ways. We are aware that these statements and their order should not be taken as necessary steps for all children.

Education Health and Care Plans (EHC)

Where a child has an EHC we will be involved in the review.

Curriculum

We support and include children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the setting. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the main learning environment.

Partnership with Parents/Carers

As a setting we work closely with parents/carers in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents/carers. Parents/carers know their children best and have much to contribute to our support for children with Special Educational Needs.

Partnership with the Area SENCO

The Area SENCO works for North Somerset Early Years Team and helps make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling.

Typically, the role of the Area SENCO includes:

- Providing advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEN Code of Practice
- Providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEN
- Strengthening the links between the settings, parents, schools, social care and health services
- Developing and disseminating good practice
- Supporting the development and delivery of training both for individual settings and on a wider basis
- Developing links with existing SENCO networks to support smooth transitions to school nursery and reception classes, and

- Informing parents of and working with local impartial information, advice and support services, to promote effective work with parents/carers of children in the early years

The Area SENCO plays an important part in planning for children with SEN to transfer between early year's provision and schools using the North Somerset Link programme to School

Local Offer

North Somerset Council has a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents/carers, and disabled young people and those with SEN, and service providers in its development and review

Further information can be found on the North Somerset Children's Service Directory website.

