



PRESTFELDE

SUPPORT FOR LEARNING POLICY

".....it is the school's responsibility to create the opportunities for its students to experience success, to be valued for what they are and to develop their full potential. Learning difficulties are not, then, the first focus of attention: learning successes are."(British Journal for Special Education)

Support for Learning Statement of Intent Our Commitment to the School, Pupils and Parents

We offer to the whole school support and expertise to help resolve difficulties and promote positive solutions for pupils experiencing barriers to their learning.

In order to achieve this, we employ a range of strategies including:

- Early identification and assessment of individual needs
- Designing and implementing individual learning programmes
- Training and working with colleagues (academic and pastoral) in the delivery of Quality First Teaching and support to ensure individual needs of pupils are met
- Liaising with external agencies
- Communicating with parents/carers
- Involving pupils in decision making about their own learning

We are committed to equal opportunities and show regard in our work, policy and procedures to The SEND Code of Practice 2014

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- *have a significantly greater difficulty in learning than the majority of children of the same age; or*
- *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.*

(SEND Code of Practice 2014)

THE SUPPORT FOR LEARNING DEPARTMENT

1. Objectives

- To apply a whole school policy to meeting each child's individual needs following the guidelines of The Code of Practice for SEND (2014), The Equality Act 2010 and Part Three of The Children and Families Act 2014
- To create an environment where all pupils have opportunities to thrive, to achieve success and to build self-esteem.
- To take all reasonable steps ensure that no child is discriminated against, in any area of school life, on the basis of their disability.
- To identify at the earliest opportunity any child who may have special educational needs or who is not making expected rates of progress in specific areas of learning.

- To ensure that all school staff are aware of each child's needs and that they have the information and support they require to support them in all subject areas and activities.
- To liaise with form and subject staff to provide a graduated response, with support to match the child's level of need, as recommended in the SEND Code of Practice (2014)
- To ensure that children's records include information about their individual needs, the interventions which have been provided and their outcomes.
- To conduct regular reviews of children's progress, through tracking and Pupil Progress Meetings.
- To work in a true spirit of collaboration with the children's parents/carers at all stages.
- To include the children themselves in decision-making about the type of intervention and the targets to be included in a Personal Learning Programme (PLP).
- To endeavour to ensure that each child with a learning difficulty/difference or disability progresses to a suitable Secondary School where their current needs will be communicated in order for the receiving school to meet their needs.
- To ensure that relevant SEND issues form part of the regular INSET programme for all staff.

2. Implementation

The Support for Learning Team

The role of Head of Support for Learning is held by Mrs Kate Staton.

The department also employs part-time specialist teachers and part-time special support assistants and visiting consultants when necessary.

The Team consists of:

- Mrs Kate Staton, Head of Learning Support
- Little Prestfelde nominated EYFS SENDCo: Mrs Rachel Moore
- Middle School nominated SENDCo: Mrs Helen Brittleton
- Mrs Annabel Jacobs Specialist Teacher
- Mrs Jan Thorp, Behavioural Specialist/Teaching Assistant

What the Team offers:

- The multi-disciplinary Team offers support for all aspects of literacy, numeracy and study skills. We support other academic subjects such as Science, History, Geography and French.

- Some sets in English and Maths are supported by Specialist Teachers/Teaching Assistants
- Specialist Teachers are qualified to develop and deliver structured, multi-sensory one-to-one and small group lessons, tailored to the needs of the individual child.
- Specialist Teachers provide Class/Subject Teachers with recommendations for intervention and support in the classroom.
- Teaching Assistants support individuals and small groups, both in-class and through withdrawal where necessary to implement interventions.

English as an Additional Language

Support can be arranged for those children for whom English is not their first language by accessing local departments such as the Schools' Multi-cultural Development Team.

Responsibilities of the Support for Learning Coordinators

Principal role:

To oversee the day-to-day operation of the school's Support for Learning Policy in order to bring about improved standards of achievement for all pupils.

Responsible to: Head / Deputy Head Academic

Responsible for: Support for Learning Team

The Head of Support for Learning will:

- Coordinate provision for pupils with SEND with regard to the Code of Practice 2014.
- Advise and liaise with classroom teachers/teaching assistants in identifying and making provision for children with SEND.
- Liaise with outside agencies where appropriate and plan and implement recommended intervention programmes.
- Liaise with parents/carers on a regular basis.
- Maintain and oversee confidential records on all pupils with SEND, including organisation of Annual Reviews for pupils with an EHCP.
- Keep PLPs under review and evaluate at regular intervals.
- Provide information on all children with SEND to all staff who may be involved with them via the Support for Learning Report.
- Promote staff development in relation to SEND, keeping up to date with research in the field, attending courses and contributing to staff INSET.
- Ensure that SEND is a whole school issue by attendance at regular Senior School, Middle School and Little Prestfelde staff meetings.
- Manage and update the Support for Learning Department resources.
- Ensure that suitable exam Access Arrangements are put in place for pupils who are entitled to receive them (Reader, Scribe, Extra Time etc.)
- Contribute to strategic planning for SEND within the school.

Admission Arrangements

(See Prestfelde Admissions Policy)

Prestfelde School is non-selective, so there are no specific entrance criteria. However, the school maintains a strong academic tradition, leading to Common Entrance exams at 13 yrs.

Children entering the school will normally spend a day in the classroom with their year group. The Deputy Head Academic or Specialist Teacher Assessor will carry out a preliminary screening test.

Further assessments can be arranged should a more in-depth profile be needed.

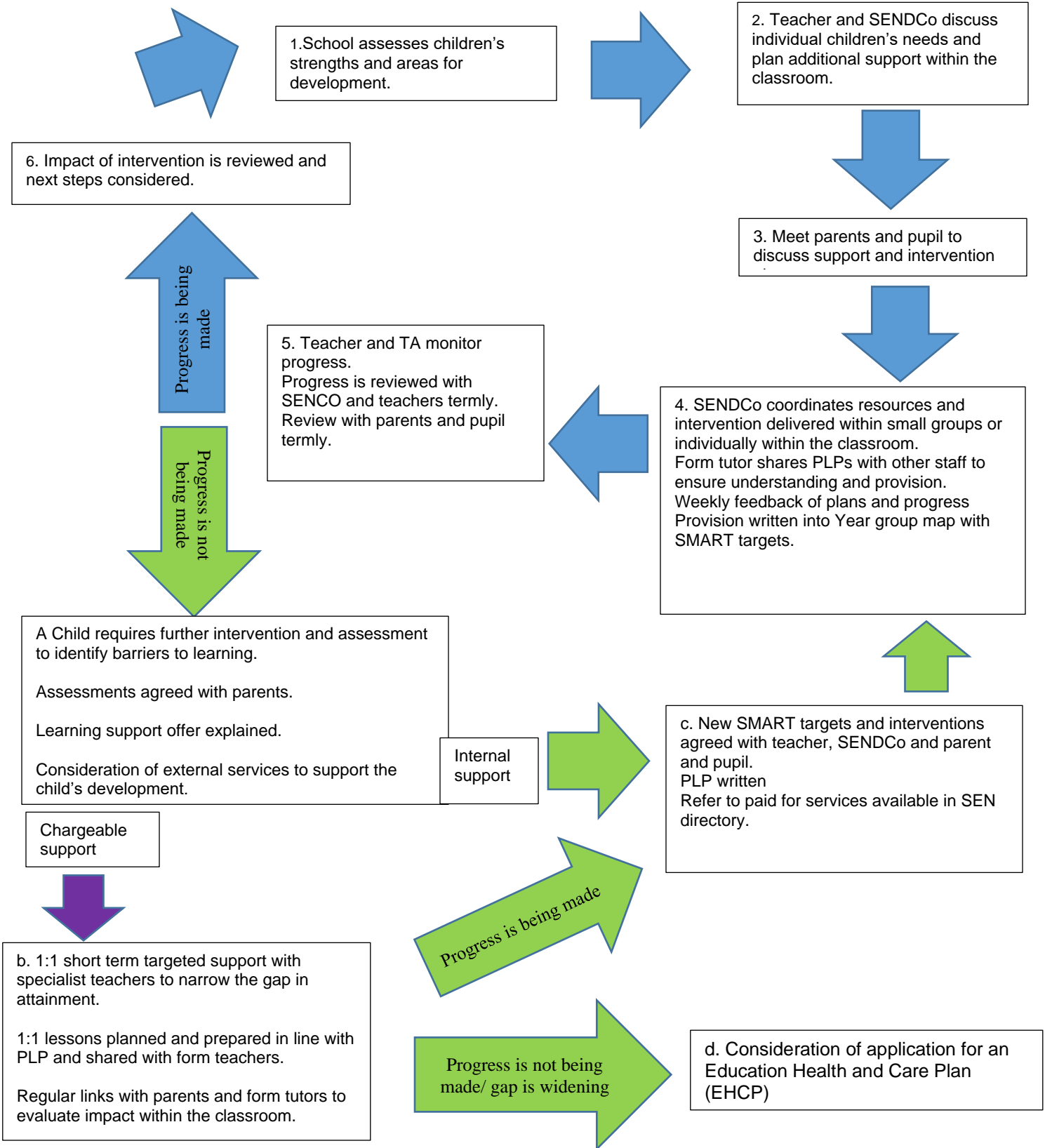
Parents/carers are encouraged to share any relevant reports on pupils entering the school with previously identified SEND to ensure continuity of care/support.

More Able policy

We recognise that SEND pupils can also be More Able.
(See Prestfelde Most Able Policy)

3. SEN Support - A Graduated Response

Prestfelde SEN Cycle of good practice



Universal Quality First Teaching

All children receive 'Quality First Teaching' as part of Prestfelde School's universal offer to all children.

This consists of: -

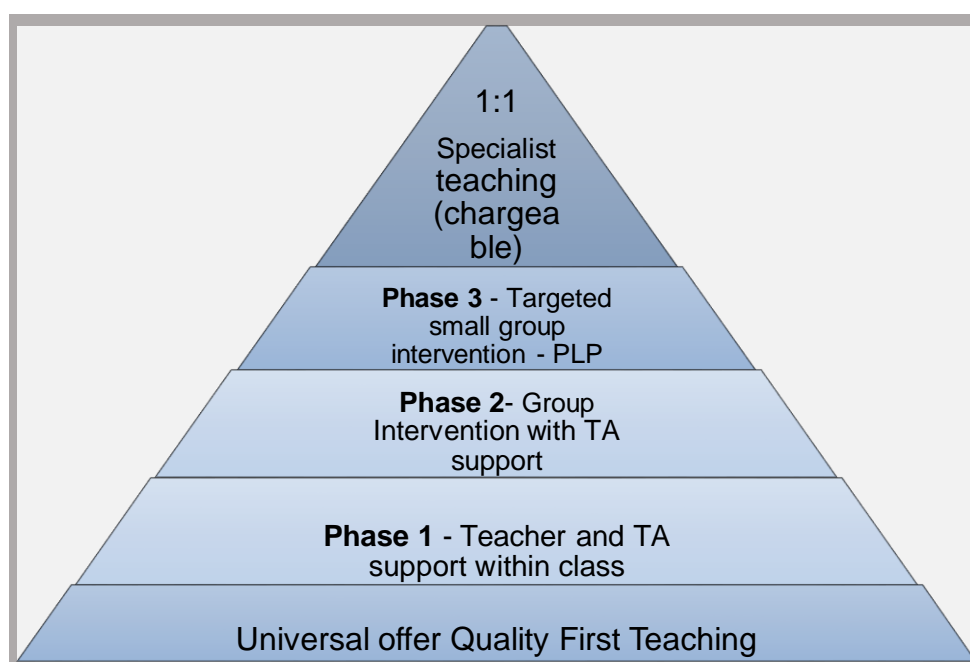
- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils
- personlised learning as part of every lesson.

Early Identification and Assessment

It is the school's policy to identify any learning difficulties/differences as early as possible and to put in appropriate support where necessary.

A child's needs may become apparent through:

- admission procedures
- teaching within the classroom
- regular screening procedures such as NFER tests, CATs, annual reading and spelling tests, school exams and ongoing assessments and tracking
- expression and discussion of parental concern
- expression of concern from a child
- any records from previous schools and Early Years settings the children may have attended
- specialist assessments undertaken by the Support for Learning Team and /or external agencies.



Phase 1 - In class differentiation

Once a child's rate of expected progress has been identified as being slower than that of their peers, despite high quality classroom teaching, then personalised and differentiated learning opportunities are provided in class after discussion with parents and SENDCos where necessary, following the Graduated Response cycle. The class teacher will:

- Assess
- Plan – provision in class
- Do
- Review

Termly observation and monitoring of the child's progress by the class teacher will show whether the provision is proving effective. If sufficient progress has been made, the pupil returns to universal class provision after discussion with parent/carers.

Phase 2

If progress is still less than expected, despite a period of intervention and review, information will be gathered from parents, teachers and the child, before seeking the advice of either in house or external Specialist Assessors or professionals.

Target intervention and strategies will then be drawn up by the class teacher in liaison with the SENDCos, and with parents/carers to involve them in any intervention judged necessary. These are shared with the pupil and reviewed termly. The format for this is:

- Assess
- Plan – Provision in small groups
- Do
- Review

Phase 3 Personalised Learning Profiles (PLPs)

PLPs focus on up to three or four key individual targets and include information about:

- the short-term targets set for the pupil
- the teaching strategies and methods to be used
- the provision to be put in place
- when the plan is to be reviewed
- desired outcomes for the pupil

PLPs may be reviewed and adjusted at any time. However, all PLPs are reviewed at least once a term. Parents receive a progress report from the child's Support for Learning teacher twice a year.

A member of the department, usually one of the SENDCos, attends relevant parent-staff meetings, so parents have the opportunity to consult and discuss their child's progress at these meetings.

Teachers have consultations twice a year with parents of each individual child. Parents or teachers sometimes request that the SENDCos or Support for Learning tutor be present at these meetings.

Parents are also encouraged to contact the SENDCos or their child's Support for Learning tutor at any time if they have anything they wish to discuss relating to their child's support programme.

Who receives 1:1 support?

Any child for whom provision needs to be made, which is in addition to, or different from, that which can be offered in the mainstream classroom, may receive support from the Support for Learning Team.

This support is considered in reference to termly 'Progress Meetings', tracking data, assessments, progress being made and consultation with parents.

1:1 Specialist teaching is a means to closing the gap in attainment over a short period of intensive intervention.

All interventions are planned specifically for each child's needs and reviewed at regular intervals to ensure that each child is making good progress towards narrowing the gap between themselves and their peers.

Any child receiving 1:1 intervention will receive a Learning Support report as part of their termly report. This will share the development and progress made, alongside each child's next steps to support their unique learning journey.

Types of Provision

Provision may be made through withdrawal, or by in-class support by a Specialist Teacher or Learning Support Assistant.

Support may be provided individually or in small groups.

Support may be offered on a short-term or long-term basis, depending on need and with pupil and parental involvement.

There are various strands of action that may be taken to meet special needs within the teaching environment. In the classroom the SEND pupil's needs may be met through careful planning, differentiation, targeting of additional support and resources, grouping of pupils and inter-pupil support. Teachers will also draw on the advice and support of the Support for Learning department or outside agencies. Setting in the senior part of the school ensures that pupils are working at a pace suitable for their needs in the core subjects of English, Maths and Science.

Other strategies may include alternative means of accessing the curriculum, such as through assistive ICT tools.

Monitoring Progress

The SENDCos will liaise with form and subject teachers each term through 'Progress Meetings', to monitor the progress of all pupils, and children accessing interventions, or on the SEND register with a PLP, will be a specific focus with regard to progress.

Progress is measured by:

- Ongoing in-class assessments/ tracking/tests/exams

- Achievement of PLP targets
- Yearly whole school testing with NFER/ GL assessment tests
- Updated assessments by Support for Learning Specialists
- Assessments by outside agencies, e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapy.
- Evidence from teachers, parents and the child of improvements in behaviour / attitude to learning / coordination.

Timetabling of Support Provision

If receiving 1:1 individual support, pupils are withdrawn for lessons, once or twice a week. Sometimes support is given in a small group. In-class support is offered on a flexible basis according to need.

Lesson duration:	Little Prestfelde	20 - 30 minutes
	Middle and Senior Schools	usually 40 minutes

Individual preferences and strengths are taken into account and care is also taken to make sure that core academic subjects are protected wherever possible.

Pupils in the senior school who do not study Latin can sometimes have their small group or 1:1 individual support lessons during Latin lessons. Y7 and Y8 also have group support lessons in spelling, maths or study skills timetabled against Latin lessons.

If necessary, a senior pupil will be withdrawn from Modern Foreign Languages and/or Latin, and those lessons will be used for additional learning support.

Funding of Provision

Parents normally pay the cost of individual support lessons which are planned and delivered by Specialist staff, however, Morphographs spelling classes and some other group lessons and in-class support are funded by the school where they are provided as alternative lessons in place of other curriculum studies.

Assessments by our qualified assessors are charged according to the complexity and purpose of the assessment and is agreed in person with them.

Voluntary help with reading in several year-groups is offered by gap year staff.

Exam Procedures and Access Arrangements

In accordance with the Equalities Act, 2010, the school is required to make reasonable adjustments for pupils to access internal and external tests and examinations. Reasonable adjustments include:

- Extra time
- Reader
- Scribe/Transcripts
- Word Processor/Laptop
- Enlarged papers (A3)
- Photocopy on coloured paper
- Read aloud

Reasonable adjustments or Access Arrangements are only allowed where pupils have a reading, spelling, handwriting, processing or working speed which is below average (Standard Score of 84 or below), or if there is a recommendation from an Educational Psychologist or Specialist Teacher Assessor's report (internal or external to the school).

The school will routinely screen pupils for access arrangements at the relevant times throughout their schooling, prior to tests and examinations. Screening assessments are carried out by Specialist Teacher Assessors in accordance with current JCQ regulations.

Testing for access arrangements may come about because of:

- admission procedures
- expression of concern from teaching professionals
- regular screening procedures such as NFER tests, CATs, annual reading and spelling tests, school exams and ongoing assessments and tracking
- expression and discussion of parental concern
- expression of concern from a child
- any records from previous schools and Early Years' settings the children have attended
- specialist assessments undertaken by the Support for Learning Team and /or external agencies.

Pupils entitled to Access Arrangements sit their exams in a separate room with a member of the Learning Support Team, or other staff invigilating.

In public exams official guidelines are followed.

For Common Entrance exams, future transition schools are contacted regarding the need for access arrangements or any exemptions, such as withdrawal from the French/Latin papers.

4. External Agencies

The school uses the following outside agencies:

- Educational psychologists (EP)
- Paediatric Occupational Therapists (OT)
- Speech and language therapists (SaLT)
- Behavioural Optometrists
- Local Authority SEN advisers, CAMHS/Bee-U (Child and Adolescent Mental Health Services)
- Counselling services
- Sensory Inclusion Service (Vision and Audiology Services)

Some of these experts come into school to observe, assess or work with children and all hold current DBS documentation in accordance with our Safeguarding procedures and policy. The involvement of Independent advisors, therapists or other professionals may incur a charge and parents are advised to access their websites for Terms and Conditions, and to discuss costs with them directly prior to starting a programme of support.



6. INSET

All staff at Prestfelde attend regular conferences and training days in their own specialism. There are also regular INSET days held at school on topics of general interest. SEN is included in this programme, e.g. all staff had initial INSET on the revised Code of Practice and recent training has featured Inclusion and Children's Mental Health.

There is also INSET provided by external specialists where necessary to help deal with the needs of particular pupils, either medical or educational.

7. Complaints

Concerns or complaints about SEND provision can be addressed to the Head, SENDCos, or in extreme cases, the Governors.

APPROVED DATE	1 st September, 2020		
REVIEW DATE	1 st September 2021		
SIGNED HEAD		PRINT NAME	Fiona Orchard
SIGNED CHAIR GOVERNORS	OF 	PRINT NAME	Stuart Hay

APPENDIX

Assessment materials used include:

Underlying Ability

Wide Range Intelligence Test (WRIT)
British Picture Vocabulary Scale (BPVS)
Naglieri Nonverbal Ability Test (NNAT)
Test of Memory and Learning 2 (TOMAL 2)
Symbol Digit Modalities Test (SDMT)

Current Attainments

Wide Range Achievement Test (WRAT 4)
Edinburgh Reading Tests (ERT 1-4)
Neale Analysis of Reading Ability (NARA)
Suffolk Reading Scales
Diagnostic reading Analysis (DRA)
Diagnostic Number Test
Basic Number Screening Test

Screening for Cognitive Strengths / Weaknesses / Specific Learning Difficulties

Comprehensive Test of Phonological Processing 2 (CToPP 2)
Phonological Assessment Battery (PhAB)
CoPS (4.0 – 8.10)
Lucid Rapid Dyslexia Screening Test (5)
Phono-Graphix Reading Subskills Test

Bangor Dyslexia Test
Dyslexia Screening Test (DST)

Test of Word Reading Efficiency (TOWRE)

Wordchains

Parent / Staff Questionnaires and checklists to aid identification of SpLDs: Dyslexia, Dyspraxia, ADHD etc

Support Materials

Within the classroom children are supported using normal equipment and strategies, differentiated teaching methods and specialised equipment such as computer programmes, spellcheckers and occasionally laptops. In addition, the Learning Support Department has a wide range of materials and support programmes, of which the following are examples:

Literacy Programmes:

Alpha to Omega Literacy Programme
Hickey Teaching Programme
Dyslexia Action Literacy Programme (DILP)
Phono-Graphix phonic reading / spelling materials
NLS English support materials for KS1, 2, 3.
Lexia Reading Programme
The Turnabout Programme
Multi-Sensory Learning materials
Toe by Toe individual reading course, (Keda Cowling)
Stride Ahead individual reading / comprehension course (ibid)
Morphographs Corrective Spelling course
SNIP Literacy Programme
Spelling Made Easy (Violet Brand)
Stareway to Spelling (Keda Cowling)

Maths Resources:

Stile for Dyslexics
Numicon
Dyslexia Action Mathematics Programme (DIMP)
Maths resources used are relevant to the child's current class-work and may be provided by the class teacher or the Maths department.

Handwriting:

Handwriting in Context (Fidge)
Write from the Start ~ perceptuo-motor handwriting course (Teodorescu)
Speed-up (Addy)
French exercise paper.

Computer Software includes:

Nessy Teaching Programme
Wordshark 4
Numbershark 4
Lucid Rapid Screening
Memory Booster
Eye Track
Word Track
Phoneme Track
SWAP and Jigsaw
On the school network: R.M Maths, used by Y3 and Y4 and "Starspell"

Many additional resources are downloaded from the internet.
Dragon Naturally Speaking Apps on iPads

Keyboarding Skills:

We are committed to helping children to prepare for the use of laptops, either at Prestfelde or in their future schools.
The BBC Dance Mat touch-typing programme
Typing Club
Nessy Fingers

Motor skills:

Mrs Tina Owen, Head of Girls' Games and Specialist SEN PE advisor
Cool Kids OT programme
Developmental Motor Programme.
Stability Cushions
Wobble boards
Snake track
Madeleine Portwood Identification Screening Tools

Study Skills:

Study skills (Cuff)
Get Better Grades (Pascal)
Headwork (OUP)
Mind-Mapping (Tony Buzan)
Improve your Memory (Usborne)

Reference Books:

Many and various reference books on dyslexia, dyspraxia, ADHD, ASD etc are available for staff to borrow.
Cap-It-All (Learning Works)
A-Z of Special Needs for Every Teacher