

Perrott Hill

Learning Support and Special Educational Needs Policy

The Head of Learning Support (Lucy Silk SpLD, AMBDA and who holds a current Assessors' Practising Certificate) is responsible for managing the provision of additional support for those who require provision in specific areas of the curriculum or specialist input for those with special educational needs at Perrott Hill. This is achieved in conjunction with the Headmaster, Senior Management Team and Helen McCullough Head of EYFS.

This policy has been developed and adapted with the help of the Learning Support team, our Working Party including Sandra Bresland and Caroline Maggs (Head of Pre-Prep) and the academic staff. It can be found on the Perrott Hill website and the academic network and is informed by the SEND Code of Practice, 0-25 guidance.

Review

Last Review Date: 5th September 2019

Next review Date: 5th September 2020

For whom is this policy relevant and what are the central principles?

This policy refers to the whole school including Prep, Pre-Prep and the Early Years Foundation Stage and is relevant for individuals with learning support requirements and Special Educational Needs (see below for clarification).

Perrott Hill is a non-selective school and believes that all pupils are entitled to an excellent education. The strong tutoring system in the school, together with the caring family environment, ensures that every child's academic progress and well-being is fostered and monitored. In this way all children are encouraged to reach their full potential. Perrott Hill is an inclusive school, which makes best endeavours to ensure that the curriculum, environment and facilities are accessible to all pupils, staff and visitors.

Our philosophy:

At Perrott Hill we believe that all pupils are entitled to the best education regardless of gender, ethnic origin or ability. We strive to enable children to:

- achieve their best and grow through failure
- become confident and independent learners
- have a 'can do' attitude and have high expectations of themselves

A distinction should be made between pupils who require special educational provision because they have significant and diagnosed learning difficulties or a disability and those who require learning support in the form of subject or skill tutoring. At Perrott Hill we are fortunate to have access to specialists within the fields of: Occupational Therapy; Speech, Language and Social Communication Therapy; Literacy, Numeracy and Curriculum support teachers.

What is meant by Learning Support?

It is recognised that the learning of many children causes concern at some stage. All staff are responsible for identifying when pupils may require additional support and/or specific differentiation within their subject. This may be sufficient to meet the pupil's individual need. Tailored tutoring, however, which is subject or skill based is available where appropriate.

What is Special Educational Needs?

The Special Educational Needs (SEN) Code of practice for 0 to 25 years (2014) states that:

'a child or young person has SEN if they have a learning difficulty and or disability 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 the children of the same age; or

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- 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.
- Many children and young people who have SEN may have a disability under the Equality Act 2010 – that 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’.

Pupils with Special Educational Needs broadly fall into the four areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Some pupils will experience difficulties within one discrete area whilst others may have overlapping difficulties requiring support within two or more fields.

Objectives of the SEN/LS Policy

We ensure that pupils with learning needs are catered for through a programme of identification, assessment, planning and support. The views of the pupil are taken into account, as are the parents who have a vital role to play in supporting their child’s education. Full access to a broad, balanced and relevant education, including an appropriate curriculum, will be given to all pupils. For those receiving specific support the school will put appropriate evidence-based interventions in place. These will be provided as part of a Graduated Response (this refers to the steps taken to support a pupil who has been identified as having a need, and is based on a model of assess, plan, do and review - please see below for full details), which includes a regular review process thus allowing for adaptations and additions where appropriate.

We endeavour to:

- ensure that approaches used are based on current and sound evidence-based programmes
- continually review the provision available to all students
- provide staff with up-to-date training on differentiation and how to provide a learning environment in which all pupils can make progress
- provide class and subject teachers with the latest results of learning need assessments and information so that they can provide appropriate differentiation for all pupils
- recognise and plan for learning diversity to ensure that all children are provided with equality of opportunity
- ensure that targets set are informed by the pupil and reported to the parent
- track progress and ensure targets are ambitious but achievable targets for all our pupils
- ensure that reasonable adjustments are made so that all children can reach their full potential

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How is the provision of those with LS/SEN co-ordinated?

The Head of Learning Support, Lucy Silk (Special Educational Needs Coordinator – SENCo) is responsible for the day-to-day running of the department and implementation of the policy throughout the School. We have an enthusiastic team of specialists and two peripatetic experts within the fields of Occupational Therapy and Speech and Communication.

Key Responsibilities of the Head of Learning Support include:

- Timetabling lessons including those with peripatetic specialists
- Assessment, analysis of assessment and implementation of tailored provision
- Guidance to colleagues with regards to the specific difficulties faced by an individual and how to provide quality first teaching
- Guidance and support to families
- Liaison with external agencies and dissemination of all relevant information to staff
- All things relating to record keeping
- Liaison with Senior Management Team and Governors
- Strategic planning with the Headmaster, Governors, designated Learning Support Governor, LS lead of EYFS.
- Liaison with destination schools

What does the Learning Support Department offer?

The Learning Support Department offers a wide range of provision including:

- supporting colleagues as they deliver high quality teaching
- in-class assistance
- small group provision
- 1:2 and 1:1 support

Covering difficulties (ranging from mild to moderate) within the areas of:

- Reading
- Spelling
- Language
- Numeracy
- Handwriting
- Curriculum access
- Organisation
- Sensory, gross and fine motor skills
- Social skills

Parent Liaison

We believe that parents have a fundamental role to play in helping children to learn. We aim to have regular communication with parents through our open door policy as well as:

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- signing the child's targets in the contact book
- informal *ad hoc* meetings
- email or phone
- bi-annual meeting open to all parents with children on the LS list
- via the pupil's contact book
- formal reports

Pupil's voice

Fundamental to success is the active role the child takes in their own learning. The child voices their strengths and weaknesses and how we can all support them with their learning. This is added to their targets for all to see. The targets are continuously reviewed. All targets are signed in conjunction with their tutor, LS teacher and parent or carer.

How is support provided for within the class context?

Perrott Hill offers excellent teaching with high expectations for quality learning through a wide and varied curriculum. Our staff are trained to adapt and respond to the strengths and needs of all pupils. As such they:

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and emotional development of pupils and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils including those with special educational needs, those of high ability, those with English as an additional language and those with disabilities. Staff are able to use and evaluate distinctive teaching approaches to engage and support them. (Section 5 National Teaching Standards)

'All pupils should have access to a broad and balanced curriculum'. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' Code of Practice 2014

In addition to differentiating the curriculum, individual subject departments provide additional support.

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Examples of this include: break time 'drop in' clubs when needed; catch up handwriting in tutorials and rest periods; revision preps; 'Superspellers' spelling catch up for Pre-Prep etc.

How are children with SEN/LS needs identified?

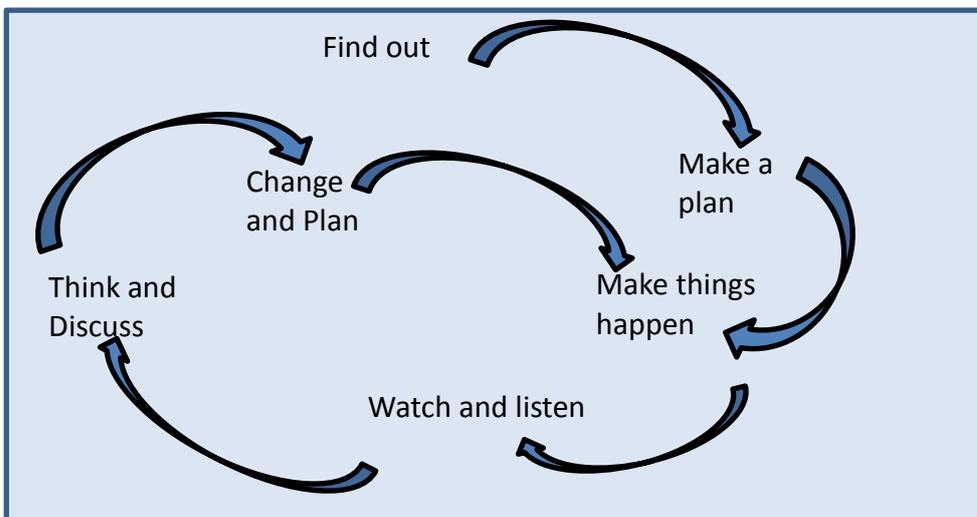
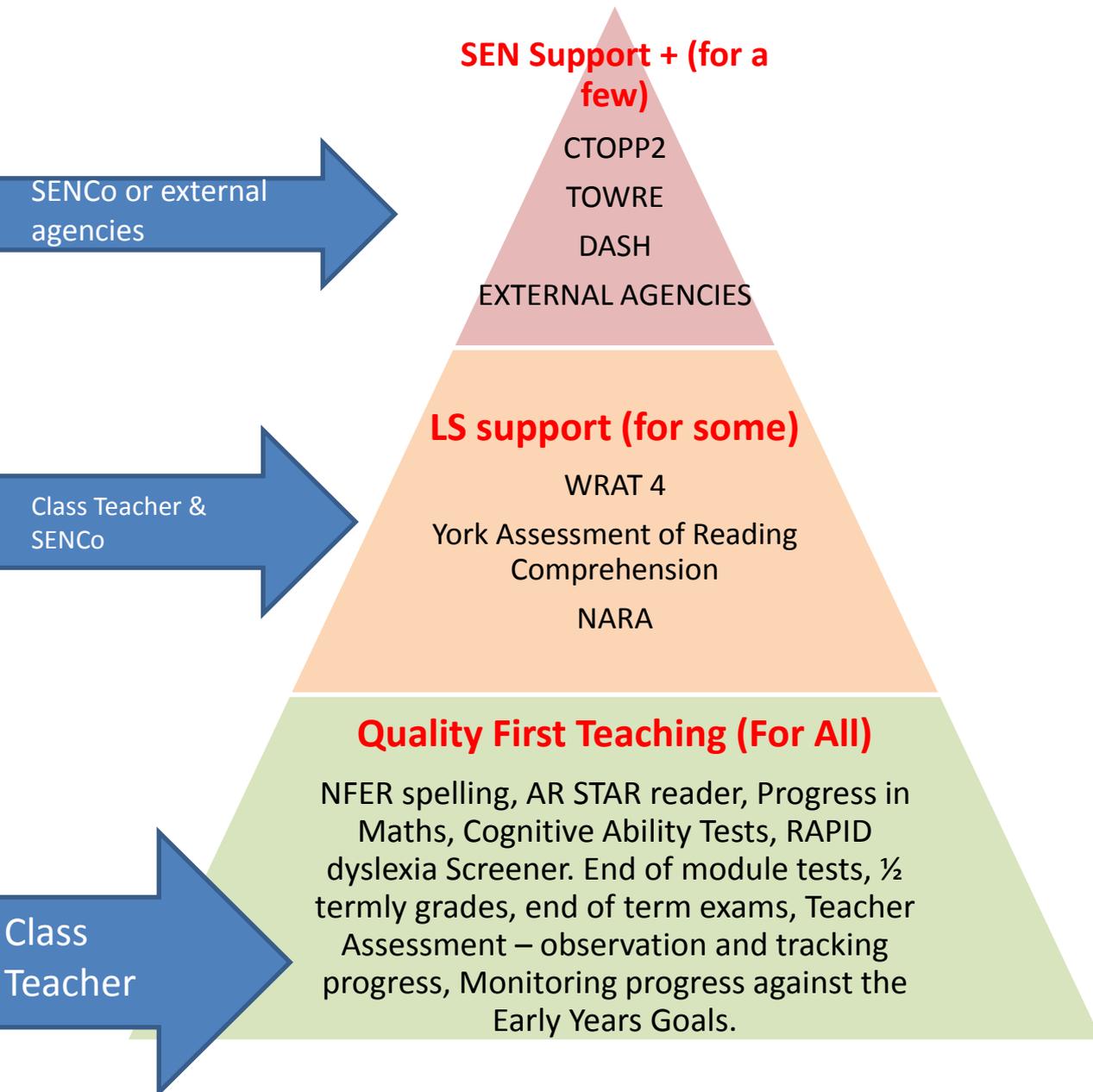
A child's needs may be highlighted through:

1. Teacher concern
2. Parental concern
3. Pupil concern
4. End of term reports or exams
5. Annual whole-school testing through a. annual standardised tests b. School exams or c. RAPID dyslexia screening
6. At admission through documentation passed on from the parent or through our Taster and Tester days
7. Observation and further investigation from SENCo
8. Assessments from external agencies such as Educational Psychologist

See Graduated Response in Appendix 4 for full details of procedures.

Overleaf is a pictorial representation of our Graduated Response.

Identification and Assessment : A graduated response.



What are the admission arrangements for children with Specific Learning Difficulties?

Perrott Hill is a non-selective school; entry is at the discretion of the Head following an interview with the parents and consideration of the prospective pupil's last school report. (See also Perrott Hill's Admissions Policy)

The School requires notification of any known disability or special educational need which may affect a child's ability to take advantage of the education provided at the School. Parents of a child who has any disability or special educational need should provide the School with full written details at registration, or subsequently before accepting the offer of a place. The School requires this information so that, in the case of any child with particular needs, we can assess those requirements and consult with the parents about the adjustments that can reasonably be made to cater adequately for the child's specific learning differences. Similarly, if special education needs or a disability become apparent after admission, the School will consult with parents about any adjustments which can reasonably be made to cater adequately for the child's needs. The School will do all that is reasonable to comply with its legal obligations of the Equality Act 2010 and the Children and Families Act 2014 and moral responsibilities in order to accommodate the requirements of applicants who have disabilities.

Is there a charge for extra lessons?

Extra lessons are charged at an additional cost depending on the intervention required. Full details of these charges can be obtained through the Marketing and Admissions manager. Some children may also benefit from the expertise of specialists such as Speech and Language or Occupational Therapists. The charges of these are set by the individual specialist and will be discussed prior to sessions commencing and set out in their terms and conditions.

Can my child receive Exam Access Arrangements?

At Perrott Hill we follow JCQ guidelines and liaise closely with the child's transfer school when deciding on the most appropriate EAA. Access arrangements for internal exams and Common Entrance are available for those meeting the requirements from Year 5 upwards.

How will my child's documentation be stored?

All sensitive documentation such as Assessment Reports are stored in a locked filing cabinet in Learning Support. Appropriate copies are also kept on the individual child's file in the locked cabinets in the School Office.

How do I make a complaint?

The relationship between teacher, child and parent is a vital aspect of the Learning Support Department. As such we try to ensure that all issues can be ameliorated without any formal complaint procedure being required. (Please see Perrott Hill's Complaints policy for further details.)

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How will my child's transfer school be involved when the time comes?

The Head of Learning Support will liaise closely with all transfer schools. This will include discussions about Exam Access arrangements in the September term of Year 8 and then again in the summer term to transfer all documentation and assessment results.

How are teachers kept up to date with their training?

As part of our PD&R all members of the Learning Support Department are observed by a member of SMT bi-annually and a member of the department at least annually. The close proximity of our teaching environment ensures that top quality specialist teaching happens all the time.

The Department holds joint membership with the Somerset Dyslexia Association and The Dyslexia Guild

The Department runs InSET every term (see examples of recent INSET Appendix 5) and additional training from external agencies for differentiation, social communication disorders or standardised testing for example, occurs when appropriate.

This policy was written in June 2017 and will be reviewed annually.

Lucy Silk

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Appendix 1

This policy is informed by:

1. Part 3 Children and Families Act 2014
2. Equalities Act 2010: advice for schools DfE Feb 2013
3. Education Act 2011 Equalities Impact Assessment.
4. Special Educational Needs and Disability Code of Practice: 0-25 years 2014.
5. Statutory Guidance on Supporting pupils at school with medical conditions April 2014
6. All of our policies in particular Teaching and Learning, Assessment and Examination, EAL, Safeguarding, Accessibility in addition to our Mission Statement.
7. Technical Guidance for schools in England
8. Teachers' standards section 5 Sept 2015
9. Joint Council for Qualifications
10. IStip Independent school's teacher induction panel
11. Keeping Children Safe in Education (KCSIE)
12. ISI Integrated Handbook – Guidance.
13. He CAM DfES.

Appendix 2

Roles and Responsibilities

1. All subject teachers are responsible for providing a curriculum that is accessible for all of the children within their classes. They are expected to adapt their teaching or curriculum to meet each child's individual needs (differentiation). Continuous assessment of the progress each child is making is paramount. This is achieved through AfL (see Teaching and Learning Policy)
2. It is the Heads of Departments who are responsible for aiding the teachers to deliver the subject specific content in a differentiated manner where necessary.
3. It is the responsibility of the Deputy Head Academic to ensure that the curriculum is accessible for all and that the Learning Support and SEN policy is reviewed and up to date.
4. Learning Support Staff
 - The Head of Learning Support is responsible for managing Learning Support provision for the whole school, liaison with parents which includes frequent reviews, working closely with external professionals, overall direction of teaching programmes, professional guidance to colleagues and close association with the Academic Deputy Head, Head and governing body.
 - All of the Learning Support staff are either qualified teachers and/or have relevant experience. The Head of Learning Support has up to date training including a current Assessors' Practising Certificate and Exam Access Arrangement training.
 - The SENCo arranges InSET relating to specific areas of difficulty when appropriate.
 - Induction for all staff includes a meeting with the SENCo.
5. The Head and Governors

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- Are responsible for making sure the School has appropriate provision and has made necessary adaptations to meet the needs of all children. That staff are well informed and given opportunities for updating their skills.

Appendix 3

Our Graduated Response

Perrott Hill operates a graduated response to indications that a child is experiencing difficulties in learning. This ensures that all pupils who struggle to master essential skills are identified and offered an array of strategies as support. Some children may require support for the whole of their school career; others benefit and progress after extra help for a year or two.

- Easy entry into the school for children with known difficulties is facilitated by liaison with parents, previous school and external agencies, where appropriate.
- Early identification of needs is essential and close relations are maintained with the EYFS (Montessori) and Pre-Prep staff.
- Children causing concern are identified by class tutors or within weekly staff meetings.
- The class and subject teachers use differentiation strategies and target setting to meet individual needs.
- Medical and physical difficulties are supported by appropriate referrals.
- If concerns continue, the child's name may be put on the monitoring list and further evidence of difficulty is gathered and an appropriate programme of intervention is decided upon.
- Parents are involved through a meeting with LS staff and class tutor.
- Through consultation with all involved, children may then be placed on the LS list and regular individual or small group lessons will be arranged according to their need.
- Diagnostic assessment may be required, which can be administered by the SENCo.
- Outcomes of the assessment and recommendations will be discussed in detail with parents; this is vital as additional costs are involved (see Form of Acceptance, Outline of fees)
- Support may take the form of individual, paired, group lessons or in-class support as appropriate.
- Provision is continually monitored and can be increased or decreased according to need. As such pupils are often moved from the LS list to the monitoring list.
- On occasions a child's difficulties may go beyond the remit of the specialist teachers within Learning Support, in these cases further advice may be recommended from external professionals.

When identifying children with significant needs we would use a traffic light system:

Red - for those with the highest level of need (usually experiencing difficulties in more than one area of learning and could be described as having more complex needs.)

Amber - Those with moderate need (perhaps with one or maximum two areas of need)

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Green - Those with lower levels of need (Bright, mild dyslexics or those needing a bit more confidence in a particular subject)

Appendix 4

Independent listeners:

Mrs Hoskyns

Rev Huntley

External Agency information

We use a number of different external agencies.

1. Mike Johnston-Price - Life-Coach/counselor lifecoachingsw@btinternet.com
2. The Integrated Therapy service is part of Somerset LEA
<mailto:IntegratedTherapies@sompar.nhs.uk>

In addition we use a number of private agencies:

3. Private Paediatrician

- Email me directly at doctorjojones@healthcare4kids.co.uk
- Contact Tudor Medical Group, Stratford Healthcare, Arden Street, Stratford upon Avon , CV37 6HJ on 01789 200935 or use <http://tudormedicalgroup.com>.
- Contact Kris Ames at The Warwickshire Nuffield Hospital on 01926 427971.
- See further details of my clinics at the Nuffield Chase Hospital, Leamington Spa

4. Private Psychologist

Karen Green - 35 Staplegrove Road, Taunton TA1 1DG, 07717615471, 01823 338968 Karen@kgps.net

5. Educational Psychologists

- Julia Jennings

sound-thinking.co.uk

Sound Thinking Limited Withybrook House, Hardington Moor, Yeovil BA22 9NP T: 01935 863567

Office 862329 07527655574

<http://sound-thinking.co.uk/>

- About me - Kathy Contaris - Chartered Educational Psychologist
www.kathycontaris.co.uk
 - Kathy Contaris: 01458 833178

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5. Speech and Language therapists:

- Kate Tryhorn: 07725652031
- Becky Hill: 07966348880, 01460 74041 see sound-thinking.co.uk

6. Occupational Therapist

Debbie Jackson, Independent Occupational Therapist bloomingchildren@gmx.com

7. Behavioural Optometrists

1. The Young Clinic

<http://www.cyoungopticians.co.uk/>

Young Clinic 46 High Street **Shepton Mallet** Somerset BA4 5AS Tel: 01749 345259

2. **Keith Holland & Associates** - Cheltenham

www.keithholland.co.uk/ 27 St George's Rd, Cheltenham GL50 3DT

01242 233500 reception@keithholland.co.uk

Appendix 5

Examples of recent INSET offered to staff within school:

1. Sept 2013 - Changes afoot in the world of Learning Support. Delivered by Lucy Silk.
Letters and Sounds training for all PrePrep and Learning Support staff)
2. January 2013 - Why should Perrott Hill have a movement programme for those in PrePrep?
Delivered by Lucy Silk
3. Sept 2014 -
 - Differentiation - What it is and what it is not. Delivered by Fil Came.
 - Speech and Language for PrePrep delivered by Keri Murphy LEA SALT.
 - Helping those with social communication and language difficulties, delivered by Becky Hill.
4. Jan 2015 - NFER - Standardised data delivered by Bryan Kane.
5. Sept 2015 - Learning Support at Perrott Hill an introduction for new staff by Lucy Silk
6. Jan 2016 - The importance of vocabulary as a protector against severe dyslexia - classroom ideas (Wordaware), Becky Hill for Prep and Kate Tryhorn Pre-Prep
7. Sept 2016 - Policy to Practice - A more detailed look at our LS/SEN policy.
8. Jan 2017 - Inspection ready - compliance.
9. Sept 2017 - LS/SEN Policy update, ILP updates
10. Jan 2018 - Mental Health First Aid - an introduction.
11. Sept 2018 - What's new for 2018 - reflections of Paul Brewster's audit.
12. Sept 2019 - Emotion Coaching - Supporting emotional resilience through the research findings

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