



The Ryleys

Girls & Boys Preparatory School

Educational Learning Enhancement Policy

Supporting SEN

Monitoring: Headteacher

Named Person Responsible: Mrs J Langford

Reviewed: April 2018

Policy Review Date: April 2021

1. Introduction

This policy is a statement of the aims, principles, responsibilities and strategies for Learning Enhancement.

It was reviewed during the Autumn Term 2018 in consultation with relevant members of staff and within the guidance provided in the SEND code of Practice 2014 and the Regulatory requirements in ISI Integrated Handbook.

1.1 Aims

- To promote the self-respect and worth of the individual child.
- To ensure that pupils with learning difficulties and disabilities are able to access the curriculum.
- To ensure all teachers are responsible for providing appropriate learning activities and access to the curriculum for all pupils.
- To operate an effective structure of identification, assessment and provision to enable all pupils to reach their full potential.
- To work in partnership with parents and outside agencies.

1.2 Principles for Learning Enhancement

Learning Enhancement enables each pupil to have the greatest possible access to a broad and balanced education.

Therefore:

- a) Pupils should be identified and assessed as early as possible.
- b) Pupils should be fully integrated into the classroom and school activities.
- c) The correct provision should be made for all pupils identified as requiring learning support.
- d) The wishes of parents and the pupil regarding the educational needs of the pupil will be considered and regular communication between home and school sought.
- e) The school will request outside agency advice and support if necessary with consent of the parent.

2 Identification and Assessment Arrangements

The SEND Code of Practice 2014 defines 4 broad categories of needs:

- Cognition and Learning
- Behaviour, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical

The school is committed to early identification.

Initially range of evidence is collected to establish whether a pupil is making expected progress: Cause for Concern form, reflections of behaviour in class from teachers and home life from form tutors and Head of pastoral care, English and Maths termly results and PiPs data.

On consultation with the relevant teachers and the child's parents, further tests may be administered; LUCID COPS, LUCID RAPID or InCAS, and/or the pupil will receive additional in class support or small group support.

The Learning Enhancement Department is not able to diagnose children for specific learning difficulties. If, following in-school testing, we decide that the child needs a formal assessment, outside agencies may be contacted once discussed with the parents. Once initial contact has been made, communication will be directly between the agency and the parents. The school will then co-operate fully with the involved agencies and regularly communicate with the parents during the assessment procedure.

2.1 Strategies for Provision

The school expects quality first teaching from all staff, providing a range of differentiated tasks and activities within the classroom to meet the needs of learners. Teachers may also find it necessary to differentiate by outcome or support, particularly in the Prep school.

2.2 SEN Support process

- If a form/subject teacher is concerned about a pupil, they will discuss their concern with the parents and the SENCo. In Prep, the form/subject teacher will discuss their concerns in a meeting with other Prep teachers to gain an overall perspective of the child's progress.
- Form/Subject teachers should also complete a "Cause for Concern" form about the pupil including any recent test results.
- In EYFS, Key workers should complete the Cause for Concern form from Cheshire East with the information from the EYFSP.
- Information regarding the pupil's progress will be gathered from a variety of sources including summative and formative assessments, as well as teacher judgements.
- Suggestions for additional and/or different support may be made.
- Pupils causing concern will be closely monitored and set a series of appropriate and achievable informal targets.
- Classroom support will be provided either for individuals or small groups if necessary. Additional small group sessions externally to lessons or withdrawal on a small group or individual basis may be used.
- Pupils who have additional support will have a log monitoring the Plan, Do, Assess, Review process.
- A pupil with more complex SEN may require an Individual Educational Plan (I.E.P). The form or subject teacher will chair the meeting with the parents, and the pupil if appropriate, in order to agree targets and teaching strategies for the pupil.
- Children with an I.E.P will be placed on the SEN register.
- The school may also recommend an assessment be conducted by an outside agency. This could be an educational psychologist, occupational therapist, speech and language therapist, psychiatrist or other professional.

- Pupils may require special arrangements for exams depending on the nature of their learning difficulty.
- Liaison will take place with other schools whenever a pupil needing learning support transfers or leaves. Records, such as a PAD or I.E.P, will be forwarded to the parents and schools, enabling continuous provision to take place.
- If, in the opinion of the Headteacher, a child should need a level of support not available at The Ryleys, after appropriate consultation with the parents, a move from the school may be suggested (see paragraph 7g of the Parent/School contract). Transition advice will be offered to assist with settling the child in a more suitable setting. This decision will be made with the child's educational wellbeing at the centre.

3. Statutory Assessment of Special Education Needs and Education, Health and Care plans (EHCP)

In exceptional circumstances, when the support of the outside professionals is ongoing, it may be advisable to apply for an Education, Health and Care plan. This involves consideration by the LEA, working co-operatively with parents, school and other agencies to determine whether the child requires an EHCP in order to help him or her reach their potential. All children with EHCPs will have an IEP with short term targets which will be reviewed termly.

A group of professionals working with the child, together with the parents and SENCo, will meet annually to review progress. The annual review is a celebration of achievement, in addition to highlight further support for any difficulties. Transfers from statements to EHCPs will be completed within three years.

4. Strategies for Ensuring Record Keeping, Progress and Continuity

4.1 The role of the Head of Learning Enhancement

- Co-ordinate the daily provision for children with learning difficulties.
- Liaise with, support and advise fellow teachers.
- Aid in the identification and assessment of pupils with learning difficulties.
- Liaise with parents/carers.
- Support and monitor pupils with learning difficulties and involve them in the decision making processes regarding their education.
- Advise and, if required, assist staff in holding the IEP review meetings.
- Keep and maintain relevant documentation pertaining to pupils with learning difficulties including the SEN register, Provision Map and School Offer.
- Manage the Learning Enhancement Department and liaise with support staff.
- When appropriate, provide small group and 1:1 support both in and out of the classroom.
- Link and liaise with specialist outside agencies.
- To monitor and respond to national initiatives in relation to Learning Enhancement provision.

4.2 The role of the Headteacher

- The Headteacher will liaise with the governors and staff of the school with regard to the management of support.

4.3 The role of Nursery and Preschool manager

- Liaise with relevant external agencies, such as L.A. Health Visitor, in communicating concerns.

4.4 The role of the Teachers and Key Workers

Teachers and Key Workers will be responsible at all times for the management and progress of pupils in their class who require learning support.

These responsibilities will include:

- Identifying
- Assessing
- Planning differentiated work
- Setting and reviewing targets
- Liaising with parents and informing and consulting Head of Learning Enhancement

4.5 The role of the Governing Body

- An appointed governor has specific oversight of the school's arrangements and provision for meeting Learning Enhancement requirements.
- To be fully involved in developing and monitoring the school's Learning Enhancement policy.
- To be up-to-date and knowledgeable about the school's Learning Enhancement provision.
- To make sure that the Learning Enhancement provision is an integral part to the school development plan.
- To continually monitor the quality of Learning Enhancement.

5. Parent Partnership

- The school handbooks contain details of our Learning Enhancement provision and the arrangements made for pupils.
- A Learning Enhancement Leaflet gives information about the department
- Parents are informed at every stage of the learning support provided. We take account of the wishes, feelings and knowledge of parents at all times. Parents are encouraged to make an active contribution to their child's education.
- Parents are invited and encouraged to attend and contribute to target setting and review meetings for I.E.Ps and copies of agreed targets are given to them. If they cannot attend, a review form will be sent to parents to complete to include their views.
- In the first instance, parents are encouraged to contact their child's form or subject teacher with any initial concerns. The teacher will then inform the SENCo who will be able to provide advice and guidance on how best to support and proceed with concerns.
- Should a parent have any concerns about support they should contact the SENCo who will log their concerns and seek to address them. If any concerns are not resolved, the school operates a formal complaints procedure.

5.1 Participation of pupils

- Pupils are encouraged to express their opinions and receive information about their learning and matters affecting them.

- Pupils are involved as much as possible in the targets set on their IEP and in the review of their progress.

6. Review Procedures

- Pupils who require learning support will be reviewed regularly by teachers and the SENCo.
- Pupils with IEPs will have their plans reviewed termly.
- Parents' and Pupil's views will be sought in reviews.
- The views of any external agency which may be involved will also be sought via a feedback form.
- Subject to progress, at the review stage further recommendations may be made.

7. Strategies for the Use of Resources

- The SENCo, on consultation with the SEN governor, is responsible for the management of agreed resources for learning support within the school.
- The Headteacher/School Business Manager will inform the governing body of how the funding allocated to Learning Enhancement has been employed.
- In addition to the Pre-Prep Learning Enhancement co-ordinator, we employ two part-time assistants who are used for additional support.
- It is agreed that should a child need 1:1 support, this must be parent funded.
- Resources are held by the SENCo for use by teachers and pupils.

8. Educational inclusion and access to the curriculum

- All pupils have an entitlement to a broad and balanced curriculum which is differentiated to enable pupils to:
 - a. Understand the relevance and purpose of learning activities.
 - b. Experience levels of understanding and rates of progress that brings feelings of success and achievement.
- Teachers use a variety of strategies to meeting pupils' needs. Lessons have clear learning objectives, we differentiate work appropriately and we use assessment to inform the next stage of learning.
- IEPs, which employs a small-step approach, feature significantly in the methods we employ for pupils who require learning support.
- We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.
- We offer in-class support but some pupils may also require small group work or one to one tuition outside of the classroom.

9. In service arrangements for staff

All teaching staff have received some specialist INSET on learning support. All learning support staff have attended recent relevant training and are suitably qualified and encouraged to update and extend their professional knowledge.