



Clifton High School

co-educational nursery pre-school to sixth form

Enhanced Learning Information 01.10.2020

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

What is Clifton High School's Special Educational Needs Provision?

At Clifton High School we aim to realise each and every pupil's individual brilliance and recognise that this sometimes requires additional support for those pupils with a Special Educational Need/Disability (SEND).

A pupil has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty if they have a significantly greater difficulty in learning than most children of the same age or if they have a disability, which prevents or hinders them from making use of the educational facilities of a kind generally provided for children and young people of their age.

At the School pupils with 'Special Educational Needs' are likely to fall within the following broad areas

- More limited ability in some areas of the curriculum within the academic range of this selective School
- Pupils who have received a professional diagnosis of a specific learning difficulty
- Pupils who are particularly 'gifted' in some areas of their education
- Although not seen as a classic special need, some pupils with English as an Additional Language (EAL) may need particular support in some areas of the curriculum and this may necessitate extra classroom support and/or additional lessons with a specialist EAL Teacher
- Pupils with either temporary or permanent physical conditions or circumstances which give them special needs
- Pupils who have an Education, Health and Care Plan (EHC Plan)

All pupils are individuals and have educational needs individual to them. Most of these needs will be met within the classroom setting. However, where there is a clear mismatch between the educational needs of a pupil and the range of provision deemed appropriate for the majority of pupils of the same age within the classroom, the pupil has SEND.

Additional support for the pupil with a SEND is facilitated by the Enhanced Learning Department (ELD) which has been created to ensure that Clifton High School provides each pupil the opportunity to fulfil their individual potential, by creating a secure and sensitive environment for effective learning.

The ELD aims to develop a positive attitude towards learning by providing support where appropriate to develop self-esteem and general self-confidence. To achieve this, the pupils are

provided with individual programmes to develop skills and strengths and address any areas of difficulty. A range of assessments are conducted to aid the tracking of pupil progress. The School believes that, only if the ELD is integrated within the mainstream and with the pupil's and parent's voice at the heart of the process, can it be fully effective.

For further information on SEND provision at Clifton High School, please see the Enhanced Learning Policy and related policies: Disability Access, Accessibility Access, English as an Additional Language Policy and Gifted and Talented Policy. The Enhanced Learning Department Handbook can be viewed on request.

How do Parents let Clifton High School know that their child has a SEND?

If you are considering Clifton High School for your child it is important to let us know if your child has a SEND. This is so we can discuss together the individual needs of your child and ensure that the School, with reasonable adjustments, can meet these needs both during the admission process and later as a pupil.

If your child has been assessed by a professional such as Educational Psychologist, Speech and Language Therapist, Occupational Therapist or Paediatrician, it is essential that the Head of School is given a copy of this report. It is important that such a report is received by the School at least one week before attending the entrance examination day or any other assessment or interview at the School. The School requires this information in order that, in the case of any child with particular needs, an assessment of needs can be made to ensure that the School can provide adequately for them throughout the admission process subject to Equality duty (including at interview, on attendance at the School and during the entrance examination, as appropriate).

Even if a report was written at a much earlier stage in your child's Educational career it is still important for the School to be made aware that there has been this need for additional professional intervention. Assessment reports are written with an eye on the present but also a view to the future. They should paint a picture of your child's unique strengths and weaknesses and give recommendations on how best to support your child. It is therefore important that you give the opportunity for using any report as a discussion document for meeting your child's needs. It may be just a case of agreeing that all the recommendations on the report have been met and your child is now making excellent progress without any additional support needs.

The School does reserve the right, after due process, not to offer a place, if the pupil's SEND, cannot positively be met.

If the SEND needs change significantly after admission to the School, the School reserves the right to review the pupil's progress in the light of this change together with reasonable adjustment duty, to see if the School can continue to meet their needs adequately.

How does Clifton High School identify those pupils with an undiagnosed SEND?

Identification and Assessment

- Pupils who have already been diagnosed as dyslexic or with a learning need before joining the School are immediately identified by the ELD from information submitted by Parents and Primary Schools, through Educational Psychologist's assessments or reports from Specialist Teachers or, if a medical need, from a Medical Consultant's report. If individual support is requested, the ELD will use the available information to draw up an Individual Educational Plan (IEP)
- Pupils who have not been diagnosed as dyslexic or having a learning difficulty but who cause concern will be referred to the ELD as early as possible. This may include those pupils with EAL. Referral can come from a variety of sources

- Heads of Year
- Class Teacher
- Subject Teacher
- Parental request
- Pupil request
- Following information from the pupil's previous School

The ELD will take the following steps, as necessary

- Gather information through a 'Round Robin' to all relevant Subject Teachers, Tutors and Heads of Year in the case of a Senior School pupil and in the case of Junior School pupil information would be sought through consultation with the relevant Class Teacher and Subject Teachers
- Monitor with Heads of Year, the Infant School Lead and the Junior School Lead
- Liaise with Parents
- Screen pupils for indications of specific learning difficulty/dyslexia/difficulties associated with EAL
- If after initial assessment and screening there were positive indicators that a pupil was dyslexic the Head of ELD would suggest that the Parents may wish to have an assessment and possible diagnosis carried out by an Educational Psychologist or further assessment by one of the three dyslexia trained teachers (a chargeable extra); the definition and nature of dyslexia remains a controversial area upon which experts remain in disagreement but in general the School adhere to the Rose definition of Dyslexia
- A full report written by an Educational Psychologist has to be shared with the Head of the Enhanced Learning Department (ELD) in order that The Head of ELD can summarise the significant details to share with teachers to ensure that the needs of the child, as recommended by the Educational Psychologist, are met
- If all parties agree The Head of Enhanced Learning will arrange ELD individual support which is a chargeable extra
- The Head of Enhanced Learning, the ELD Teaching Assistant or EYFS SENCO will draw up an IEP after discussion with the pupil and Parents
- Help is given, as appropriate, to the needs of each individual, with: spelling, writing, punctuation, grammar, reading, comprehension, Mathematics and study skills. The Head of Enhanced Learning/Learning Support Teachers will also respond to an individual pupil's request for support in other curriculum areas

How does the School develop its overall teaching and adapt its curriculum for a pupil with a SEND?

Clifton High School is an academically selective School. During the admissions process steps are taken to ensure that Parents understand the demands of the curriculum and the level of provision that the School can make to compensate for the pupil with a SEND.

All pupils are entitled to receive quality first teaching from both Class and Subject Teachers. Teachers will adjust tasks and teaching strategies through differentiation and be aware of, and use where appropriate, the strategies promoted in the 'Dyslexia Friendly Schools Handbook'. The School observes the 2014 SEND Code of Practice: 0 to 25 years as a framework for SEND and uses the graduated response towards a pupil's additional needs consisting of a four-part process: Assess, Plan, Do and Review. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. In the Infant and Junior Schools, the class teachers, as part of quality first teaching will, where appropriate, organise class teacher-led interventions. For example, with the transition to Year 3, if a pupil's standard reading and or spelling score on a nationally standardised test is low average or below average, Boosting Reading Partners and/or Sound Foundations Spelling programme will be

employed by the Year 3 class teacher. In the Senior School subject teachers will run lunch time help sessions.

When there are concerns that a pupil may be experiencing some difficulty, despite differentiation and class and subject led interventions, the pupil is monitored and an observation from a member of Enhanced Learning Support may be requested. If all concerned feel that additional support is necessary and Parents agree, an Enhanced Learning Support request form will be completed for a child in the Junior School by a class or subject teacher. The ELD Teaching Assistant (ELD TA) after consultation from the Class or Subject Teacher will then support that child within the differentiated curriculum in some specific lesson times. This will be the maximum of one literacy lesson a week and one numeracy lesson a week and this additional in class small group support is a non-chargeable extra.

In the Senior School subject teachers regularly run additional support sessions for pupils in the lunch hour. These sessions are voluntary on behalf of the pupil and are a valuable way of accessing additional teacher support which is a non-chargeable extra.

When, despite support from the ELD TA in the Junior School or attendance at the lunch hour subject support sessions, pupils are not keeping pace in the classroom, pupils may be offered one or all of the following

- ELD TA support both individual and small group working through specific ELD programmes such as the PM catch up Reading scheme and/or the 'Toe by Toe' scheme
- Small group support from a Specialist teacher within the ELD. (A chargeable extra)
- Support with Dyslexia friendly computer software programmes e.g. Nessy, Word Shark, Number Shark, Mastering Memory, Accelerated Acceleratewrite, PM Reading scheme, Toe by Toe and Units of Sound. (Not a chargeable extra)
- Specialist Teacher individual and small group lesson in the ELD. (A chargeable extra)

Individual Educational Plans (IEP)

As part of the graduated response to a pupil's additional needs an IEP or Mathematics Support Plan (MSP) may be written once the pupil is having more support than in class support from the LSA. IEP's and MSP are written by the ELD/EYFS SENCO/ELD Mathematics Tutor and reviewed when appropriate but at least twice a year. These documents will be sent electronically to parents. If at the IEP/ MSP review it is thought the pupil progress has been sufficiently good, the pupil may, with the agreement of the ELD, Class teacher, Heads of Year, and Parents, be deemed to be able to cease support with the ELD. The pupil may then be placed on the ELD list for monitoring. If the pupil is not making satisfactory progress, the ELD, in consultation with the Parents, may discuss specialist assessment and support by an outside agency, such as an Educational Psychologist, Occupational Therapist, Physiotherapist or Speech and Language Therapist.

It would be the responsibility of the Head of the ELD with Teaching Staff to ensure that recommendations made by an outside agency were followed and included in a pupil's IEP/MSP.

How does Clifton High School know if my child is making progress towards targets?

Individual Educational Plan (IEP) Review Meetings

Over and above the School's normal assessment and reporting systems the ELD uses the IEP as the means by which progress is measured. This document is written collaboratively with Class and Subject Teachers, the pupil, the Parents and Specialist Teacher. After discussion manageable targets are set within a time limit and the strategies which are going to be used to achieve the targets are decided. A review meeting with Parents, pupil and Teachers will be arranged and at the review

meeting progress towards the targets will be decided and new targets made. In this way a programme of plan, do and review is created thus ensuring progress.

If for any reason progress has been limited, new strategies will be part of the review meeting. IEP meetings are held at least twice a year, if deemed necessary every term and one of these meetings will be part of the general Year group Parents' Evenings. The members of the ELD make it clear to Parents that they are available to communicate about a pupil's individual support when necessary. An additional meeting will be made with the Parents and Specialist Teacher. Other means of communicating any details about pupil progress can also be done by a telephone conversation or email on request.

How does Clifton High School ensure that my child has a successful transition from one provision to another?

Transition Planning Meetings

At each transition point as your child moves through the School care is taken by all staff to discuss the needs of the individual child and how they will manage their new environment and the learning and emotional needs that go with it.

If appropriate a pupil with a SEND will have an IEP with additional strategies to cope with the changes. Such strategies may include the creation of a social story for younger pupils. This would be made collaboratively by the teacher and parents and read to the pupil by both teachers and parents in the run up to the change.

The transition needs would be part of a planning meeting with Parents, Teachers and Support Staff. Agreed Targets and strategies would be put in place within the IEP and a date for a review meeting made. It would follow the accepted pattern of plan, do and review until at such time the pupil has successfully made the transition.

How can I secure additional services and expertise for my child in EYFS?

At EYFS, Clifton High School has access to the services of the Bristol City Council Education Trading with Schools Service (TWS) who provide additional advice to Schools on all aspect of inclusion. If there is concern about the development and progress of your child, the Infant School Leader and SENCO will discuss their development with you. If it is appropriate and after further discussion with the Head of ELD and the Head of School, the Inclusion Service will be informed and a member of the Inclusion team will make observations of your child in the Nursery setting. At this stage it may be appropriate to draw up an IEP and set targets and strategies to support progress. After a plan, do and review cycle of the IEP and after guidance from the Inclusion team it may be appropriate to access further support from the additional services provided by Bristol City Council SEND Inclusion Services. Access to funding through Bristol City Council SEND Services must go through the appropriate panel before a decision as to funding support can be made.

If your child has an Education Health and Care Plan (EHC Plan) the School may have access to the Bristol City Council's TWS or other Local Educational Authority services where a pupil with EHC Plan lives.

In the case of emotional and social difficulties the school supports referrals to CAMHS and works with CAMHS to secure the best outcomes for a child and young person.

Clifton High School cannot recommend an individual external professional but the school can sign post parents to a range of independent professionals such as Educational Psychologists, Occupational Therapists and Speech and Language Therapists. A list of such independent professionals can be provided on request.

The School has a counsellor who works in School and can, if appropriate, provide emotional support to pupils.

How do I know that the provision made by Clifton High School for my child is effective?

Provision for SEND is regularly evaluated by the ELD and the School as a whole. The criteria for evaluation are

- Pupils' self-esteem and their positive participation in the full life of the School
- Pupils' progress through regular review of IEP and class and subject test results
- Parental satisfaction
- Internal School exam results and public exam results

How does Clifton High School make their facilities available to all?

The ELD is available to all pupils with additional needs across the School. The ELD is responsible for co-ordinating the individual needs of those pupils for whom English is a second language and additional challenges for pupils who are gifted and talented. Individual lessons in the areas of literacy, Mathematics and Study Skills are a chargeable extra.

The ELD, when required, run workshops to support

- Revision and Learning Skills
- Handwriting
- Social Skills

The ELD has a variety of computer software programmes available which can be used by individual pupils; these include

- WordShark
- NumberShark
- Nessy Super School
- MyMaths
- Units of Sound
- Accelerated Accelewrite

What are the qualifications of Clifton High School Enhanced Learning Department?

The overall responsibility of SEND and Learning Support is the Head of School and the governing body. The Governors responsible for SEND on the School Council are Dr P C Bodkin and Mr R Whitburn. The responsibility for coordinating the day to day provision of SEND and Learning Support and the smooth running of the ELD is the Head of ELD, Mrs Gabrielle Pilgrim.

The Head of ELD is supported by a departmental team which consists of: Mrs Amanda Swannell, specialist dyslexia trained teacher, EYFS SENCO and Gifted and Talented Coordinator; the Specialist Dyslexia trained Tutor, Mrs Faith Jameson; the Mathematics Tutor, Mrs Vivienne Swarbrick; the English as an Additional language (EAL) Coordinator, Miss Heidi Cooper; the ELD teaching Assistant and Mrs Lucie Bailey the EAL Tutor.

Qualifications training expertise of the ELD

- The Head of ELD: Mrs Gabrielle Pilgrim, BA English (Hons) PGCE (OXON), BDA Approved Teacher Status. Post Graduate Certificate SENCO; Post Graduate Certificate in Counselling; Certificate of Competence in Educational Testing accredited by the British Psychological Society; PATOSS SpLD Assessment Practising Certificate number: 500001059-OF4260

- Learning Support Teacher, EYFS SENCO and Gifted and Talented Coordinator, Mrs Amanda Swannell: BA Hons Operational Research and Management; PGCE; Master of Education; Postgraduate Diploma in Dyslexia and Literacy (Dyslexia Institute now Dyslexia Action); SENCO National Award.
- The Specialist Dyslexia Tutor: Mrs Faith Jameson, BA (Hons) English and American Literature University of Warwick, PGCE Warwick University; PMP MA in SpLD/Dyslexia; SpLD Practising Certificate
- The Senior School Maths Tutor: Mrs Vivienne Swarbrick, BSc Mathematics University of East Anglia, PGCE in Secondary Mathematics, University of Bristol
- The English as an Additional Language Teacher and Coordinator: Mrs Heidi Couper, BA Hons degree in French and German, University of Bristol; PGCE in secondary education for Modern Languages, University of Bath; DELE B2 Level in Spanish, University of Barcelona; Distance course in translation with City University, awarded DipTransloLET qualification in January 2009
- The EAL Tutor: Mrs Lucie Bailey, BA Hons Tourism; Multi-Lingua, Guildford RSA Celta TEFL

Are Clifton High School Extra-Curricular Activities open to all?

There are a great number of extra-curricular experiences provided by Clifton High School and the School uses their best endeavours to ensure that these extra-curricular activities are available to all pupils. However, it would be important to discuss the individual needs of a pupil with a SEND with the teacher leading the activity together with some or all of the following: the pupil's class or subject teacher, the relevant Head of Year / the Infant School Lead / the Junior School Lead and the Head of Enhanced Learning.

What do I do if I want to make a complaint about an aspect of my child's SEND?

Regular communication between School and home is a vital part of the success of any aspect of School life and this is true of the way in which a pupil's SEND is provided for. If there is any aspect of the provision for a SEND with which a Parent is not satisfied this can be communicated directly to the ELD through letter, email, meeting or phone call. Class Teachers in the Junior School and Tutors can also be communicated with in the same way. The School will use its best endeavours in line with reasonable adjustment Duty to accommodate any complaint. Please refer to the Complaints Policy which can be found on the Clifton High School website.

How does Clifton High School link to the Local Authority 'Area Wide Offer'?

The SEND Local Offer is a resource which is designed to support children and young people with SEND and/or disabilities and their families. It describes the services and provision that are available both to those families in Bristol that have an Education Health and Care Plan (EHC Plan) and those who do not have an EHC plan, but still experience some form of SEND. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Information about the Local Offer can be found at this web address:

<http://www.findabilitybristol.org.uk/pages/home/what-is-the-bristol-local-offer>

This information is also available by putting the above web address into the browser of a smart phone or tablet.

If more information is needed about accessing the Local Offer please contact Mrs Gabrielle Pilgrim, Head of the ELD.