



Clifton High School

co-educational nursery pre-school to sixth form

Policy applies from EYFS to Sixth Form	Enhanced Learning
Date policy updated	01.10.2021
Date policy to be reviewed	01.09.2022
Author	Mrs G Pilgrim
A shaded area denotes a regulation to which all schools must comply	

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.

Related Policies

Admissions

English as an Additional Language (EAL)

Parents Evening

Privacy Statements

(NB: 'pupils with Special Educational Needs' (SEN) applies to all pupils with learning difficulties and/or disabilities, whether they have an Education, Health and Care Plan (EHC Plan) or not – (Special Educational Needs and Disability Code of Practice: 0 to 25 years, July 2014, Introduction xiv).

At Clifton High School the aim is to realise each and every pupils' individual brilliance and recognise that this sometimes requires additional support for those pupils with SEN. Clifton High School is committed to inclusion and will use its best endeavours to meet SEN legislation.

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age. (Special educational needs and disability code of practice: 0 to 25 years, July 2014, Introduction xiii, xiv, xv).

At Clifton High 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 such as dyslexia, dyspraxia, dyscalculia, Attention Deficit Hyperactivity Disorder, Autistic Spectrum Disorder
- Pupils with some degree of sensory impairment
- Pupils who are particularly high functioning in an area of special interest
- 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 within the Enhanced Learning Department (ELD)

- Pupils with either temporary, or permanent physical, emotional 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 most pupils of the same age within the classroom, the pupil has SEN.

Those children in the Infant School and Junior School and students in the Sixth Form whose SEN are such that substantial modifications to curriculum delivery and/or external expertise is required to the extent that they have an EHC Plan or need a statutory assessment for an EHC Plan would also be described as pupils with SEN. The school will accept those SEN pupils funded by the local authority and those pupils whose parents choose to pay for the placement providing the school can meet their needs. This is also on the understanding that the school will follow the objectives and support strategies (including the National Curriculum) enshrined in the EHC Plan and review that EHC Plan annually. (Special educational needs and disability code of practice: 0 – 25 years, chapter 9, July 2014).

Pupils with EHC Plans

The Local Authority (LA), having agreed that a pupil with an EHC Plan can be placed at Clifton High School and the School has agreed to be the named school in the EHC Plan, retains legal and financial responsibility for ensuring that the provision specified in the child/young person's EHC Plan is made. This includes paying the fees charged by Clifton High School. The LA can make the decision that the needs of the child/young person can be made more economically in the state sector and therefore decline to make Clifton High School the named school. If this is the case parents can still make their own arrangements to pay the fees providing the LA is satisfied that the arrangements for that child/young person in relation to their SEN is being met. LA's can, at their discretion, assist parents financially to make SEN provision.

At the time of review of this policy there are three pupils attending Clifton High School with an EHC Plan.

It is the responsibility of the Head of ELD to ensure that there is full liaison and cooperation with the LA and that the EHC Plan is reviewed annually. It is the Head of ELD's responsibility that the provision specified in the EHC Plan is made (including the full National Curriculum, if this is specified).

It is the Head of ELD's responsibility to invite all the professionals involved in the pupil's care to the Annual Review and to make sure all the relevant paperwork, including recent assessment reports are sent to all the parties involved including the parents at least two weeks before the Annual Review meeting.

It is the Head of ELD's responsibility to ensure that the decisions made at the annual review meeting are written up and circulated within ten days to all the parties involved, including the LA, in order that any changes to the provision in the EHC Plan can be acted upon. A new Individual Educational Plan is written after the Annual Review and used as a working document to ensure strategies to meet the SEN needs are being practically implemented.

Objectives

To help all pupils and students with SEN, including those with Specific Learning Difficulties, Dyslexia and EAL to effectively access a broad and balanced curriculum; to fulfil their potential and experience success, thus enhancing their self-esteem.

Aims

- Clifton High School will use the Special Educational Needs code of practice: 0 – 25, July 2014 as a framework to promote a consistency of approach to meeting pupil's SEN
- To provide Individual Educational Plans (IEP's) for those pupils with SEN who have an EHC Plan
- To place the pupil at the heart of the process, allowing them to be heard and to take part in decisions about their education
- To work in partnership with parents and understand that they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them
- To be consistent with the Equality Act 2010 and Reasonable Adjustments Duty 2012, however, the legal definition of 'disability' expressly excludes certain conditions such as: a tendency to set fire, steal, physical or sexual abuse of other persons, exhibitionism and voyeurism therefore a pupil with a disability is not protected by the Equality Act in relation to these specific behaviours
- To provide IEP's and Mathematics Support Plans for those pupils requiring additional to or different from that made generally for other children or young people of the same age
- To provide support plans for EAL pupils if appropriate
- To apply a four-part cycle to pupils' SEN of: assess, plan, do, review known as the graduated response (Special educational needs and disability code of practice: 0 – 25 years, 6.44)
- To maintain up to date records of pupils with SEND in line with the principles of General Data Protection Regulations (GDPR)

Evaluation of Success of ELD/Success Criteria

Through

- Monitoring of SEN pupil's progress as set against their IEP/Mathematics Support Plan using the four-part cycle: assess, plan, do, review
- Monitoring of pupils with an EHC Plan through the regular writing and reviewing of the IEP's and annual review process
- Regular meetings with parents to review IEP's (minimum twice a year but generally termly)
- Availability of Head of ELD and ELD Teachers at Parents' Evenings
- Regular Departmental Meetings with Head of ELD and ELD teachers
- Meetings with the Head of School and The Senior Assistant Head
- Regular communication with Senior Managers and the Head of Sixth Form
- Regular communication with Class Teachers; Tutors and Subject Teachers and Heads of Faculties
- Regular communication with School Nurses and Counsellor

ELD Support Procedure

General Admission Arrangements

Clifton High School has limited facilities for those children with SEND but will do all that is reasonable to comply with its legal and moral responsibilities under Part 3 of the Children and Families Act 2014 and associated regulations and the Equality Act 2010 in order to accommodate the needs of applicants who have SEND for which, with reasonable adjustments, the School can cater adequately. Parents of a child who has any SEND must provide the Head of School with full written details when applying for admission together with any additional Educational Psychologist/Psychiatric/Speech and Language Therapist/Occupational Therapist or medical reports before the Entrance Examination Day or any other assessment at the School. The School needs this information so that, in the case of any child with specific additional needs, an assessment of those needs can take place so that the School can provide adequately for them throughout the admission process (including at interview, on attendance at the School and during the Entrance Examination, as appropriate). The School will consult with the parents about the adjustments which can reasonably be made for the child with SEND both during the admission process and later as a pupil. However, the school is a mainstream school and therefore teaching staff may not necessarily be trained in specific areas or have access and provision of appropriate facilities. It is the school and parents' responsibility to ensure provision matches needs.

Admission Arrangements specific to the ELD

- The school will encourage pupils with SEND to apply providing parents of children with SEN have a good understanding of the curriculum demands and that additional support may be required
- Such children with SEN will be offered a place on the understanding that they will possibly need to receive additional support from a Specialist Teacher (holding British Dyslexia Association Approved Teacher Status or similar qualification) in the ELD. It will be made clear to the parents and children that the Head of ELD will arrange for individual lessons to be at times which, as far as possible, do not interfere with the National Curriculum lessons. However, it may be appropriate for some pupils to have a reduced curriculum thus enabling the individual Learning Support lesson to take place in the free periods resulting from the reduction of curriculum lessons
- The level of support offered by the ELD will reflect the level of support needed by each individual pupil. This may be determined after assessment from the Head of the ELD Department and through consultation with the Head of School and parents, the Senior Assistant Head and parents or the Deputy Heads of School and parents
- The school will make it clear that individual and small group lessons with a Specialist Teacher are a chargeable extra. Other arrangements such as in class support in the Junior School from the Learning Support Assistant, mentoring or the use of various specialist computer software programmes/specialist programmes is free of additional charge

Working Practice

The Head of School and the Senior Assistant Head have overall responsibility for promoting good and efficient use of the ELD to support the pupil's attainment, progress, and self-esteem. The Head of School works collaboratively with the Head of ELD to ensure that overall working practice of the department is commensurate with the whole school

- Provision for such support is constrained by the school's organisation and curricular structure. The day-to-day management is delegated to the Head of ELD. The ELD Support Teachers, with the Head of ELD's oversight, are responsible for the timetabling of ELD provision and its delivery
- The practice within the school is to ensure that all members of staff understand they are teachers of pupils with special educational needs and have a responsibility to meet those needs with advice and support from the Head of ELD and ELD Support staff
- Parents of EYFS children and children in Years 1 - 6 know to initially contact their child's class teacher if they have concerns about their child's progress
- Parents of pupils in the Senior School and Sixth Form know to initially contact their child's tutor if they have concerns about their child's progress
- If a child already receives support with an ELD Support Teacher and a parent has a concern about any aspect of the support being received the parent knows to initially contact the ELD Support Teacher who teaches their child
- If an ELD Support issue cannot be quickly resolved by contact with an ELD Support Teacher parents know they can contact the Head of ELD directly
- All staff are aware of the procedures for identifying, assessing and providing for pupils with SEN
- The pupils' progress is monitored regularly
- The resources are managed effectively to support the pupils' identified needs

Head of ELD

The Head of ELD is in overall charge of the ELD and responsible for the screening and support of those pupils with Special Educational Needs (SEND) in the Senior School and Sixth Form. The ELD Support Teachers and Special Educational Needs Coordinator (SENCO) of Early Years Foundation with the support of Head of ELD are responsible for the screening and support of those pupils with SEND in the Infant and Junior School. The Head of ELD will also undertake some teaching within the Junior School when timetabling allows.

With support from all teaching and support staff it is the duty of the Head of the ELD to identify pupils with SEND in the whole school.

The Head of the ELD will liaise closely with ELD Support Teachers and Year 6 Class Teachers to discover those pupils with SEND in Year 6 who are joining the Senior School in Year 7. The Head of the ELD Department will also liaise with the Admissions Registrar to discover those pupils who are joining the Senior School from other Junior Schools with either an Educational Psychologist or Specialist Teacher Assessment Report. The Head of the ELD will also check with Admissions Registrar if there is any evidence of a pupil without an Educational Psychologist or Specialist Teacher Assessment Report but who has received additional support from their Junior School and discover the nature of this support.

It is the Head of ELD's responsibility to read assessment reports of those pupils joining the school and to make the relevant contents of these reports known in advance to all members of staff who will be teaching those pupils. The Head of ELD summarises the assessment reports into a document called an Essential Teacher Information SEND Sheet (ETISS). The ETISS is available for staff on the shared area of the computer network and on SIMS.

It is the responsibility of the ELD Support Teachers to read the assessment reports of those pupils whom they teach and support.

The Head of ELD screens all Year 7 pupils in the first half of the autumn term using The Access Reading Test Third Edition (McCarty C and Crumpler M), the Access Mathematics Test 1 Form A (McCarty C) and the NFER Nelson 2000 Spelling Test. These tests give Standardised Scores of basic attainment in reading, mathematics and spelling ability and can therefore be used as sound screening tools. After discussion with the appropriate Head of Year the Head of ELD would recommend that any pupils with below average scores be seen by the Head of ELD for further assessment. With parents' agreement, either a course of individual lessons would be undertaken or a course of small group lessons. In some cases, remediation of a mild difficulty might take the form of using specialised computer software programmes such as: the spelling programme 'WordShark'; the reading and spelling programme Units of Sound or the Nessy programme. When appropriate the Head of ELD also runs additional reading support for Years 7 and 8 in the fortnightly reading library lesson using Reading Comprehension Cards. Kindles are also used for reading practise.

If concern is raised by staff or parents that a pupil may have Specific Learning Difficulties or dyslexia the ELD can, with permission from parents, screen with the computer software, Lucid Rapid programme and Lucid Exact or carry out the Dyslexia Screening Test (DST). If either of these screening tools highlights dyslexic characteristics the ELD would recommend further assessment by an Educational Psychologist. This screening is part of the overall process of ensuring all pupils with a specific learning difficulty are identified so that their additional needs may be met as early as possible. The full report written by the Educational Psychologist has to be shared with the Head of the Enhanced Learning Department (ELD). The Head of ELD will summarise the significant details to share with teachers in order that the needs of the child, as recommended by the Educational Psychologist, are met.

The ELD will use the graduated response as set out in the Special Educational Needs and Disability Code of Practice: 0 – 25 years, July 2014 and use the model of assess, plan, do and review. The ELD describes this process in the Provision Maps for the Junior and Senior Schools and uses the terms: Wave 1 support, Wave 2 support and Wave 3 support.

Wave 1 Support – Quality First Teaching with differentiation

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, dyslexia friendly strategies. In the Infant and Junior School, 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 (standard score below 90), 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 intervention, the pupil will be referred to the ELD. If all concerned feel that additional support is necessary an ELD Support request form will be completed. The pupil will then move to Wave 2 of the graduated response, and the ELD Learning Support Assistant, with direction from the class/subject teacher, will then give additional support within the differentiated curriculum in specific lesson times in years 3 to 6. In Years 7 - 11 the ELD Mathematics' Tutor gives additional support within the classroom when appropriate.

Wave 2 Support - School Support

Placement at Wave 2 may be appropriate in the following circumstances

- Where, despite quality first teaching with differentiation, pupils are not keeping pace in the classroom or where there are other difficulties and where further ELD support is recommended by school as being appropriate and is agreed by Parents
- Where pupils with specific learning difficulties require specialist teaching and one to one withdrawal and such support is recommended by the school and is agreed by the Parents

At this stage pupils may be given a variety of support which falls under Wave 2 support. This would be one or all of the following

- In the Junior School the ELD Learning Support Assistant gives support to both individuals and small groups working through differentiated tasks as set by the class teacher or specific tasks requested by the class teacher or specific ELD programmes such as the PM Reading scheme and/or the 'Toe by Toe' scheme, Rapid Maths and in some cases small group Numicon lessons
- Small booster group support from Specialist Learning Support Assistant within the ELD, giving additional support with tasks as set by the class teacher or supporting with Dyslexia friendly computer software programmes e.g. Nessy, Word Shark, Number Shark, Mastering Memory, Accelerated Accelewrite, PM Reading scheme, SRA Reading Laboratory, Toe by Toe and Reading Eggs. (This level of support from the Specialist Learning Support Assistant is not a 'chargeable extra')
- Specialist Teacher individual lesson in the ELD. (A chargeable extra)
- An IEP (or group IEP) is written by the ELD with the support of class teachers and reviewed when appropriate but at least twice a year. A Mathematics Support Plan (MSP) is written when appropriate if the pupil has only additional mathematics support. If at the IEP/MSP review it is thought the child, pupil's progress has been sufficiently good, the pupil may, with the agreement of the Head of ELD, Class Teacher, Senior Assistant Head 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

Wave 3 Support - School Support Plus

- Placement at Wave 3, School Support Plus, may be appropriate for pupils with persistent difficulties who have not made sufficient progress at Wave 2, School Support, and who require regular specialist intervention in the ELD. With some pupils, support with an outside agency may also be required at wave 3. It would overall be the responsibility of the Head of ELD to ensure that recommendations made by an outside agency were followed and included in both a Senior and Junior School pupil's IEP. It would be the responsibility of the Head of ELD to ensure that recommendations made by an outside agency were followed and included in an EYFS and Junior and Senior pupil's IEP
- In some circumstances it may be appropriate to initiate the process for statutory assessment for an EHC Plan

Identification and Assessment

- Pupils who have already been diagnosed as dyslexic or with a learning need before joining the school are identified by the ELD from information submitted by parents and Primary Schools, through Educational Psychologist's assessments or reports from specialist teachers. If individual support is requested, the ELD will use the available information to draw up an IEP.

- Pupils who have not been diagnosed with a Specific 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
- Tutor
- Class Teacher
- Subject Teacher
- Parental request
- Pupil/student 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
- Monitor with Senior Managers (Senior School pupil)
- Liaise with parents
- Screen pupils for indications of specific learning difficulty and difficulties associated with EAL
- If after initial assessment and screening there were positive indicators that a pupil has a Specific Learning Difficulty the Head of the ELD would suggest that the parents may wish to have further assessment made by one of the three Dyslexia trained teachers in the ELD (a chargeable extra)
- After initial assessment an assessment by an Educational Psychologist or other professional such as Speech Therapist, Occupational Therapist may be recommended
- If all parties agree, pupil, parents, Senior Managers and Head of ELD, that appropriate additional support is necessary this support will begin
- The Head of the ELD Department, the ELD Support Teacher or EYFS SENCO will draw up an IEP after discussion with the relevant Class or Subject Teacher, pupil and parents
- Help is given, as appropriate to the needs of each individual, with language, spelling, writing, punctuation, grammar, reading, comprehension, Mathematics and study skills.

Staff Awareness

All teachers receive a regularly updated list of pupils receiving support from the Head of ELD. The Head of ELD will arrange to meet with relevant Senior Managers to discuss specific pupils receiving ELD Support. All teachers will have access to pupils' IEP's which will be on SIMS and the shared area. It is the Head of the ELD's responsibility to disseminate summaries of Educational Psychologist or Specialist Teacher's recommendations for best practice to the relevant teachers. These summaries are called the Essential Teacher Information SEND Sheets (ETISS).

Contact with Parents

Parents of those pupils who have ELD Support lessons in the School receive a copy of each IEP together with an email explaining that the targets on the IEP will be the focus of in class support and the weekly ELD support lessons. The pupils and Parents will be given the opportunity to discuss the IEP with the Head of ELD and ELD Specialist Teacher.

Parents of pupils in the Senior and Junior School will also receive a report written by the relevant ELD teacher twice a year. The Head of ELD and relevant ELD Teacher are also available to discuss pupils' progress at Parent's Evenings.

Recommendation for referral

If it is in the pupil's best interests the Head of ELD or relevant ELD Support Teacher will discuss all options available for the parent to select an appropriate professional.

Clifton High School will use best endeavours to act according to the recommendation of any external support service.

The Head of ELD can provide a list of Educational Psychologists who are willing to work with the school but no recommendations can be made. This is of particular importance if the assessment is

with a view to a recommendation for Exam Access Arrangements. The Head of ELD will actively promote liaison with any outside agency and the school in order that the best needs of any pupil are met.

Access Arrangements for Examinations

The Head of the ELD is a Specialist Teacher with British Dyslexia Association Approved Teacher Status, the Certificate of Competence in Educational Testing accredited by the British Psychological Society and the holder of the Specific Learning Difficulty/Dyslexia Assessment Practising Certificate (number: 500001059-OF4260, Expiry date 5th November 2020). These qualifications are recognised by the Joint Council for Qualifications and thus enable the Head of ELD to complete the JCQ Form 8 requesting access arrangements for examinations. It is the responsibility of the Head of ELD to be monitoring pupils who receive support from the ELD and making regular assessment of their needs with regards to examinations.

This will take the form of the Head of ELD

- Testing each ELD pupil who has individual support from the ELD regularly with standardised tests for reading, spelling, writing speed and speed of processing the results from testing will enable the Head of ELD to determine if a pupil requires exam access arrangements
- Liaising with subject teachers, class teachers, tutors and senior managers to check there is evidence of need in the normal working arrangements
- Sending an email/letter to the Parents of pupils receiving individual ELD Support and where need is evident, saying that the school is willing for an access arrangement to be used in internal school exams and form tests. This is to ensure that the JCQ regulations are being followed and the pupil is being given the opportunity to practise any arrangement prior to any public examinations. The pupil and Parents will be given the opportunity to decide not to take up the arrangement
- Ensuring that any pupil who has additional needs, but does not have a full Educational Psychologist's or Specialist Teacher assessment report will have received one in Year 9 prior to starting the GCSE courses. This will be used as evidence for the requirement of any access arrangement for GCSE and information from assessment will be summarised and written into the official Exam Board's Form 8
- Ensuring that any ELD pupil progressing in to the Sixth Form has the appropriate Access Arrangement updated for all A level examinations. Either an Educational Psychologist or Specialist Teacher may do this
- Being made aware of any pupil entering the school after the initial screening in Year 7 who may need Access Arrangements. This will be done through liaising with Tutors, subject teachers and the relevant senior managers
- If appropriate the opportunity to screen individual students beginning sixth form at the beginning of the autumn term using the LUCID Exact Dyslexia Screener. A pupil flagging a significant concern will be referred to the ELD for further assessment to see if an access arrangement and/or additional support is required
- Ensuring that all relevant teaching staff, including the Examination Officer, the Head of School and the Senior Assistant Head are aware of pupils with Access Arrangements
- Informing Parents that it may not always be appropriate for an Access Arrangement to continue and that there must be an updating of reading, spelling and speed of processing scores to ensure that no pupil is given an unfair advantage in examinations; at least one standard score should be in the below average range (below 85)
- Ensuring that at all stages of the assessment process due regard is given to the principles of the GDPR

Training Inset

The Head of ELD and ELD Support Teachers will attend regular Continual Professional Development so that knowledge of SEN matters is updated. The ELD will give advice and share best practice with other members of staff. It is the Head of ELD's responsibility to monitor the nature and variety of CPD being pursued.

Individual Educational Plans (IEP's)

This document is used as a means of monitoring the graduated response to SEND support, the support strategies being used and the progress within each successive four-part cycle of 'assess', 'plan', 'do' and 'review'. It is the document which is shared and discussed with all relevant parties: the pupil, the parents, class teachers, subject teachers and ELD teachers and teaching assistants. It is sent electronically to parents before an IEP review meeting. It shows

- The start date
- The learning objectives
- The support strategies
- The success criteria
- The review date

The review will focus on

- The pupil's progress
- The effectiveness of the additional support
- Future action

The Individual Educational Plan (IEP) will

- Be brief, jargon-free and easy to use
- Indicate the pupil's current levels of achievement
- Identify the specific areas of a pupil's learning difficulty
- Specify the learning programme
- Set specific relevant achievable targets and criteria for success
- Specify any other additional support or resources
- Indicate how parents will be involved
- Include contributions from the pupil
- Set clear monitoring arrangements with dates
- Be sent electronically to parents
- Set dates for the next review with pupil, parents and Teachers
- Tie in with established assessment routines and procedures

The ELD and the General Data protection Regulations (GDPR)

The ELD is aware of the eight key principles of GDPR and ensures that the Parent and pupil are

- Informed why the ELD needs assessment over and above the normal school testing procedures
- Given their oral or written consent that testing can proceed
- Aware there will be a written report with test data
- Aware that the scores and information within the report will not contain anything to do with that person which is not relevant to the original purpose of that testing
- Aware that the written report and test scores will be shared with them
- Aware scores will be explained in a suitable feedback session
- Aware that all the data from the assessment will be shared only with those persons who have a need to share it and only after written/oral consent has been obtained by relevant parties
- Aware that all data will be kept securely (i.e. in a locked filing cabinet) and only those authorised persons have access to it

SEN Resources

The ELD has a suite of rooms on the second floor of Woods House consisting of four teaching rooms for individual pupils and small groups of pupils plus a small teaching room which is used for visiting professionals. The ELD also has two teaching rooms for EAL pupils on the ground floor of Woods House; one of these rooms is used by the EAL Coordinator. Resources have been gathered to help target general areas of learning – literacy and numeracy, visual and auditory discrimination, auditory processing, sequencing etc. There is also information available on Dyslexia, Dyspraxia, ADHD, ADD, Autism Spectrum Disorder, Selective Mutism and a range of SEN. For the pupils there are concrete and multisensory apparatus, books, CD's, CD ROMs, computers, a CD player and a range of phonic material. These resources are shared between the ELD Department staff.

Training and Inset

The Teachers in the ELD regularly attend training courses on the latest trends and findings. These are then disseminated to staff through staff meetings. The ELD has a regular weekly Departmental meeting where teaching and learning strategies and the latest good practice can be disseminated and discussed.

Allocation of Human Resources

Clifton High School is committed to SEN. The ELD has

- Three specialist dyslexia trained Teachers, one of whom is the EYFS SENCO
- One full time EAL qualified teacher whose responsibility is to coordinate the teaching and support of the EAL pupils
- One part time EAL qualified teacher
- One full time Mathematics specialist tutor in the Senior School who also supports in the Junior School if the timetable allows
- The ELD Learning Support Assistant working largely in the Infant and Junior Schools
- The Department has an annual budget and is dedicated to updating resources

Criteria for Evaluation

- Pupils' self-esteem and their positive participation in the full life of the school
- Pupils' progress through regular review of Individual Educational Plans and class and subject test results
- Parental satisfaction
- Internal school exam results and public exam results
- Destination at the end of Sixth Form

ELD Handbook

This policy is a summary of the ELD's procedures and practice. If more detail on any point is needed the full Handbook can be made available for reading.