



PRESTFELDE

Support for Learning Policy

Author(s)	Deputy Head Teaching and Learning and SENCO.
Review body	Education Committee
Governor approval date	
Date of review	September 2023
Date of next review	September 2024
Website requirement	Yes
Inspection folder requirement	Yes

Significant amendments

Date	Amendment	Initials
Jan 23	New format from previous policy	KS
Jan 23	Inclusion of EHCP responsibilities and actions	KS
Sept 23	Partnership with parents, Communication, Collaborative Targets	AP



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

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

This policy sets out the procedures for ensuring that pupils identified as having special educational needs (SEN) and/or a disability have their needs addressed in order to access a broad and balanced curriculum, reach their potential and participate in the wider life of the school. In meeting these responsibilities the school will be informed by the Special Educational Needs and Disability Act (2001), the Equality Act (2010), The Children and Families Act (2014), SEND Code of Practice (2015) and the Prestfelde Inclusion Policy.

The policy applies to:

- Any pupil hindered in accessing the full curriculum and fulfilling their potential without recognition of their needs and some form of additional provision;
- Any pupil with a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Statement of values

Enabling all pupils to participate in the full range of school life and activities, and to succeed to their individual potential, forms the underlying principle upon which our provision of support for learning is based and is a core part of Prestfelde's values.

Our school is committed to creating a positive learning environment which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. This whole-school ethos reflects the value we place on diversity and respect accorded to all individuals. Support for a variety of needs is a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.



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Definition of educational inclusion

Inclusive education is education which increases the participation of all students in and reduces their exclusion from the curriculum, other areas of school life, and the wider school community.

Any amendments to this policy and a review of its implementation, including the allocation of resources, will be made in consultation with the Head, and formally recorded.

Policy Aims

The aims of this policy are:

- To define the school's objectives regarding SEND and how these will be met;
- To define the role of the SENDCo and the overall management of SEND provision in the school;
- To define the nature and level of school intervention.

Policy Objectives

- Pupils with SEND are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- Additional needs are identified as early as possible and procedures are in place to ensure these are met;
- Communication systems are effective and all staff are supported in meeting additional needs;
- Pupils with SEND feel valued members of the school community;
- Appropriate resources are available and are used in the school;
- The views of the child are sought and taken into account;
- Parents play a role in supporting their child's education;
- Full use is made of support agencies outside the school where appropriate.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (6.15, SEND Code of Practice).



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A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age, or have 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.

The role of the Head

The Head takes overall responsibility for the school's policies and procedures in relation to areas of inclusion, ensuring that these accord with the principles and aims of Prestfelde's Inclusion Policy, and that all staff are aware of their responsibilities in this area.

The Head will also establish the appropriate staffing arrangements, and assign clear responsibilities to post holder(s). Expectations of the post holder(s) in terms of levels of responsibility, the time available to undertake the role, commitment of other staff and linkages to key personnel should be made explicit.

The role of the SENDCo

The SENDCo is responsible under the leadership and direction of the Deputy Head (Academic), the Headteacher and Governors for overseeing the development, implementation, monitoring, evaluation and reviewing of the SEND Policy at Prestfelde in consultation with:

- Parents
- Students
- Governors
- Teaching Staff and Teaching Assistants
- External Agencies

Admissions

Details of general admissions procedures can be found in Prestfelde's Admissions Policy. In addition, consideration is taken of the needs of individual students. Information is gathered through a structured transition procedure which includes open communication with parents, liaison with feeder schools and individual health and academic checks.



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All necessary access arrangements are organised for pupils with SEND taking admission tests, and arrangements are made by the school to ensure equal access for disabled pupils as outlined in the school's Equal Opportunity Policy.

At admission, each pupil is considered as an individual case to assess whether the school can effectively meet their needs. Every effort is made to accommodate the pupil's needs where possible. A child would only be refused entry if adjustments judged necessary for the pupil's inclusion went beyond what the school could reasonably provide.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances, charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School will cooperate with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Identification, assessment and monitoring

Criteria for Identification and Assessment:

- Information from previous schools, parents/carers, students and outside professionals will be used to identify specific learning needs during taster days and the application process.
- If concerns are raised by teachers, the SENDCo will carry out observations which could lead to screening to identify individual needs. This will be after consultation with parents.
- For new children joining the school, the SENDCo and team will carry out a series of observations and/or possible assessments during taster days. These observations will help to inform teachers of any particular learning styles a pupil may have and assess whether the school can reasonably meet the needs of the



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child. They may also provide a baseline for any intervention which may be considered beneficial.

- Students entering the school in years 3-8 will be screened, using a variety of methods, to identify individual needs. If there is a concern, information will be gathered from teachers as supporting evidence and parents will be consulted during taster days.
- A referral system will be used by staff to identify students who have difficulties in their learning.
- The school will assess students when concerns are raised regarding a child's learning and/or social
- Well-being.
- Ongoing monitoring and assessment will be carried out, at all stages, to identify specific areas of need.

Provision

- Prestfelde aims to provide high-quality teaching and learning for all students.
- Subject teachers will differentiate work in accordance with individual learning needs.
- Progress will be tracked and monitored by subject teachers, the school's SENDCo, Deputy Head (Academic) and Heads of Schools.
- The curriculum may be adapted to meet the personalised learning needs of identified students.
- Students are included in the full range of school life and activities in accordance with Prestfelde's
- Inclusion Policy.
- The school will work with external specialist services as appropriate to the needs of individual students. Specialist advice and support will be shared with teaching staff and implemented as appropriate.
- The school will support students with an EHCP by following the guidelines and advice within the document. If this is not possible, the Annual Review process will be employed to support the child, family and school.



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- The curriculum, facilities, buildings, fixtures and fittings will be reviewed and adapted to meet the needs of all students in accordance with the Equality Act 2010 and the school's Accessibility Plan.

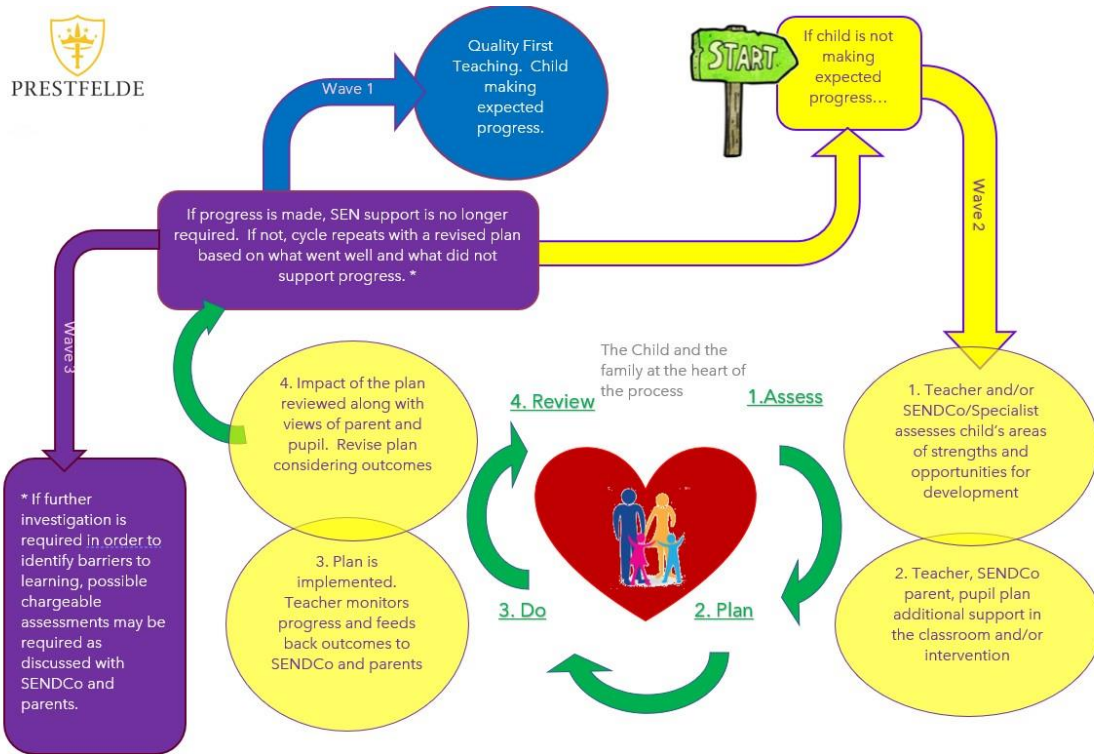
Prestfelde will provide the following graduated response for SEND students as outlined in the SEN Code of Practice 2015.

- Wave 1 – The child is making expected progress with the support of Adaptive Teaching
- Wave 2 - SEND Support. Provision for students will involve arrangements that are additional to and different from the usual curriculum. This will usually be delivered by the class/subject teacher based in the classroom. Advice and strategies will be provided by the school SENDCo and outside professionals where appropriate.
- Wave 3 - External support services may provide more specialist assessments and advise staff on strategies and materials. They may also provide individual support where appropriate. Students will be based predominantly in the classroom with some limited targeted support provided by a member of the Learning Support team. There may also be access to individual or small group intervention to support specific areas of learning.

EHCP – Where the EHCP consultation process has been completed and the school have agreed that the child's needs can be met by Prestfelde in conjunction with parents, the school will comply with directions set out in Education, Health and Care Plan documentation. Provision will be increasingly individualised and reviewed according to needs and the Annual Review process will be adhered to. If needs change and the school can no longer meet the requirements of the EHCP, this will be discussed as a part of the annual review process.



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Provision for disabilities

The school has an accessibility plan to improve over time its accessibility to existing and prospective pupils with disabilities. Where provision for specific disabilities is not already in place, the school will work with individual pupils and their parents to determine appropriate support.

Complaints

Complaints will be dealt with in accordance with Prestfelde's Complaints Procedure.

Review

This Policy will be reviewed annually. The next review date will be January 2024.

Procedures for SEND at Prestfelde

External Assessments at Prestfelde



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Some elements of SEND provision may be charged to parents. At Prestfelde this includes arrangements for diagnostic assessments carried out by Educational Psychologists or Specialist Teachers or Assessors.

Students who may otherwise be disadvantaged due to a learning difficulty may be assessed for access arrangements for public examinations. Access arrangements are intended to redress an imbalance, where it exists. For example, a candidate with a slow processing speed may be allowed extra time in an exam to provide them with an equal opportunity to respond to questions.

Recommendations for exam access arrangements will be based on the current JCQ criteria and the SENDCo will liaise with parents and students as to appropriate arrangements. The Assistant SENDCo is qualified to administer access arrangements testing.

Parents have the right to seek a diagnostic assessment for their child. However, the organisation or individual performing the assessment must have prior contact with the school to gather background information on the pupil before going ahead with the assessment. Access arrangements testing will be carried out by the Assistant SENDCo who has a Level 7 qualification in assessing for access arrangements. The final decision on access arrangements can only be made by the SENDCo and the Headteacher. Teachers will supply the SENDCo with evidence of need to describe the student's detailed picture of need and evidence normal way of working.

Students requiring the use of a word processor in public examinations must demonstrate that this is their normal method of producing work in lessons and the school must hold evidence demonstrating the reasons for the award of the use of a word processor.

Nature and Level of Intervention

At Prestfelde, students with an identified learning need are placed on the SEND Support register. The specific learning need is usually identified by a fully qualified professional who has carried out a diagnostic assessment. A summary of the professional advice contained in the report is added to their SEND Profile on the register and advice is



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disseminated to staff. This includes details of the identified learning need as well as practical advice and strategies to support teaching and learning.

Depending on their individual needs, most students on the SEND Support Register will complete a Pupil Passport outlining their strengths, interests, aspirations and areas they find challenging. Students also identify strategies and support which they find particularly helpful. Parents/carers are also invited to contribute to the document enabling them to add their views and advice. Each Pupil Passport is sent to the student's teachers and information is disseminated to all staff through training, updates in briefing and information provided on the SEND Support register.

Students who have been identified as having less severe barriers to their learning are placed on the school's SEN Concerns list. This may be for a temporary or longer-term period depending on the nature of need and the rate of students' progress. The SEN Concerns list is regularly reviewed jointly by the Deputy Head (Academic) and SENDCo. Appropriate advice and strategies are offered to class and subject teachers as part of a differentiated curriculum. Support is also available from the school's teaching assistants, who may offer focused small group or individual sessions as appropriate to needs and under direction from the SENDCo.

Students on the SEN Support Register and SEN Concerns list may receive additional support from the SENDCo or Learning Support Team. This could take the form of in-class support, small group sessions or individual, one-to-one, work. This will be recorded on a Personalised Learning Plan (PLP) or Passport, will be shared with parents and PLPs will be reviewed at a time indicated on the PLP.

It should be stressed that provision need not be in the form of separate coaching – in most cases it is likely that the pupil will be catered for within the classroom context through high-quality, adaptive teaching targeted at their area of weakness (1.24, Code of Practice).

Intervention is not necessary where a child makes adequate progress. Many pupils will make adequate progress in a supportive environment without any additional intervention, and staff have received training in identifying and supporting pupils with additional needs.



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If, however, adequate progress is not seen to be being made, an intervention will be made using the approach outlined in this policy.

EHCP

Where the EHCP consultation process has been completed and the school have agreed that the child's needs can be met by Prestfelde in conjunction with parents, in the matters of placement and providing for pupils with an Educational Health and Care Plan, the school will comply with the SEND Code of Practice (2015);

- Schools and parents both have a statutory right to ask the LEA to conduct a statutory assessment or reassessment of a child's educational needs (Education Act 1996 Section 328-9);
- The school will consult parents before requesting an assessment;
- The school will supply evidence as required to the LEA for the purposes of the assessment (and for any subsequent review – where the pupil is wholly or partly funded by the LEA);
- Where the LEA sets out the provision to be made in an EHCP, the school will work with the LEA, relevant professionals and parents to ensure the requirements are met;
- The Head will ensure that the child's special educational needs are made known to all those who
- teach them;
- Progress will be monitored and reviewed on an ongoing basis. Additionally, any child with an EHCP will have a Pupil Passport which will be reviewed at least twice a year, and the EHCP itself will be reviewed annually. The student may also have a Personalised Learning Plan (PLP) where academic and developmental targets are reviewed termly;
- All funding provided for support of a child in receipt of a EHCP will be used by the school to promote the best interests of that child (within the context of the whole school);
- Where a pupil is wholly or partly funded by a local authority an annual account of income received and expenditure incurred by the school in respect of that pupil will be submitted to the local authority and on request to the Secretary of State.



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Record Keeping

On-going and working documents are available to all staff through the school's intranet or from the Learning Support department. Teaching staff are expected to make themselves familiar with the details, strategies and advice for students they teach;

- Records of all formal assessments are held in a locked filing cabinet in the Learning Support Department to ensure confidentiality.
- On transition, SEND information on file will be transferred to the new school (6:57 Code of Practice)

Including Pupils

The school recognises that pupils with SEND often have a unique knowledge of their own needs and circumstances. They will be encouraged to take responsibility for their own learning and fully participate in all the decision-making processes that occur, including:

- the assessment of their needs;
- the arrangement of provision including drawing up Pupil Passports or Personalised Learning Plan (PLP) with the SENDCo;
- their annual review where applicable.

SEND, Pastoral Care and Safeguarding

Pupils with SEND are statistically more vulnerable to child-on-child and other forms of abuse. School staff are alert to the additional challenges children with SEND may face, and the barriers that can exist when recognising abuse and neglect in this group of children.

These barriers may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation
- Being more prone to group isolation than other children
- The potential for children with SEND to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- Communication barriers and difficulties in overcoming these barriers



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Safeguarding children and young people with SEND requires understanding, foresight, reflection and communication. Staff are trained to recognise and respond to the pastoral needs of pupils with SEND, and school policies such as the Safeguarding, Behaviour and Anti-Bullying Policies take these into account. The SENDCo liaises regularly with the DSL, Heads of School and other staff with pastoral responsibilities and is also a Deputy DSL.

Partnership with Parents

At Prestfelde, we firmly believe that fostering strong partnerships with parents and guardians is essential for the holistic development and success of our students. We view parents as valuable contributors to their child's educational journey and consider collaboration between home and school to be a cornerstone of our Support for Learning Policy.

Communication

We are committed to maintaining transparent and effective communication with parents and guardians to ensure that they are informed, engaged, and involved in their child's education. Our communication practices include:

Regular Updates: We provide timely and comprehensive updates on each student's academic progress, social development, and any concerns or achievements. This communication may take the form of progress reports, parent-teacher conferences, newsletters, or digital platforms.

Accessible Staff: Our teachers and support staff are readily available to address parent enquiries, questions, and concerns. We value the importance of open lines of communication and aim to promptly respond to parent feedback.

Parent-Teacher Collaboration: We encourage and value parent-teacher collaboration. Parents are invited to participate in discussions about their child's individual needs, learning goals, and strategies for support.



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Collaborative targets

We believe that setting educational targets collaboratively is vital to the success of each student. This collaborative approach includes:

Individualised Learning Plans: We work closely with parents to develop individualised learning plans for students with unique needs. These plans outline specific academic, social, and emotional goals, along with strategies tailored to the student's strengths and areas of growth.

Progress Monitoring: Parents and guardians are actively involved in monitoring their child's progress towards these goals. We provide regular updates and assessments to ensure that all stakeholders are informed and engaged in the child's development.

Adaptive Strategies: Our team actively adapts strategies and interventions based on the evolving needs of the student. Parent input and feedback are essential in making these adjustments to support ongoing progress.

INSET and support / professional development of staff

The school's SENDCos attend regular CPD and update sessions. Teaching staff receive regular inset sessions focused on differing learning needs as well as on-going advice from the school's SENDCos. Support staff are offered regular internal and external training opportunities. SENDCos from Little Prestfelde and Middle school regularly meets with the whole school SENDCo.

Partnership with outside agencies

The school maintains regular links with local external support services. These include the Sensory Inclusion Service and the Speech and Language Service. A list of external specialist agencies is held by the SENDCo for use within the school and as a reference point for parents.

Success criteria and demonstration of the effectiveness of the policy



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The principles underlying the school's provision for pupils with SEND will form the basis for the evaluation process.

APPENDIX

Assessment materials used include:

Underlying Ability

Wide Range Intelligence Test (WRIT)

British Picture Vocabulary Scale (BPVS)

Naglieri Nonverbal Ability Test (NNAT)

Test of Memory and Learning 2 (TOMAL 2)

Symbol Digit Modalities Test (SDMT)

Current Attainments

Wide Range Achievement Test (WRAT 4)

Edinburgh Reading Tests (ERT 1-4)

Neale Analysis of Reading Ability (NARA)

Suffolk Reading Scales

Diagnostic reading Analysis (DRA)

Diagnostic Number Test

Basic Number Screening Test



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Screening for Cognitive Strengths / Weaknesses / Specific Learning Difficulties

Comprehensive Test of Phonological Processing 2 (CToPP 2)

Phonological Assessment Battery (PhAB)

CoPS (4.0 – 8.10)

Lucid Rapid Dyslexia Screening Test (5)

Phono-Graphix Reading Subskills Test

Bangor Dyslexia Test

Dyslexia Screening Test (DST)

Test of Word Reading Efficiency (TOWRE)

Wordchains

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



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Support Materials

Within the classroom children are supported using normal equipment and strategies, differentiated teaching methods and specialised equipment such as computer programmes, spellcheckers and occasionally laptops.

In addition, the Learning Support Department has a wide range of materials and support programmes, of which the following are examples:

Literacy Programmes:

Alpha to Omega Literacy Programme

Hickey Teaching Programme

Dyslexia Action Literacy Programme (DILP)

Phono-Graphix phonic reading / spelling materials

NLS English support materials for KS1, 2, 3.

Lexia Reading Programme

The Turnabout Programme

Multi-Sensory Learning materials

Toe by Toe individual reading course, (Keda Cowling)

Stride Ahead individual reading / comprehension course (ibid)

Morphographs Corrective Spelling course

SNIP Literacy Programme

Spelling Made Easy (Violet Brand)

Stareway to Spelling (Keda Cowling)

Maths Resources:

Stile for Dyslexics

Numicon

Dyslexia Action Mathematics Programme (DIMP)

Maths resources used are relevant to the child's current class-work and may be provided by the class teacher or the Maths department.



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Handwriting:

Handwriting in Context (Fidge)

Write from the Start ~ perceptuo-motor handwriting course (Teodorescu)

Speed-up (Addy)

French exercise paper.

Computer Software includes:

Nessy Teaching Programme

Wordshark 4

Numbershark 4

Lucid Rapid Screening

Memory Booster

Eye Track

Word Track

Phoneme Track

SWAP and Jigsaw

On the school network: R.M Maths, used by Y3 and Y4 and "Starspell"

Many additional resources are downloaded from the internet.

Dragon Naturally Speaking Apps on iPads

Keyboarding Skills:

We are committed to helping children to prepare for the use of laptops, either at Prestfelde or in their future schools.

The BBC Dance Mat touch-typing programme

Typing Club

Nessy Fingers



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Motor skills:

Mrs Tina Owen, Head of Girls' Games and Specialist SEN PE advisor

Cool Kids OT programme

Developmental Motor Programme.

Stability Cushions

Wobble boards

Snake track

Madeleine Portwood Identification Screening Tools

Study Skills:

Study skills (Cuff)

Get Better Grades (Pascal)

Headwork (OUP)

Mind-Mapping (Tony Buzan)

Improve your Memory (Usborne)

Reference Books:

Many and various reference books on dyslexia, dyspraxia, ADHD, ASD etc are available for staff to borrow.

Cap-It-All (Learning Works)

A-Z of Special Needs for Every Teacher