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Chigwell School

Staff champion	NAS
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Learning Support Policy

This policy is applicable to all Pre Prep, Prep and Senior School pupils including those in the EYFS and has regard to the SEND Code of Practice (2015).

Introduction

Chigwell School endeavours to provide those pupils who have gained admission:

- An education which is diverse, yet inclusive, and develops the unique talents of the whole child
  – academically, socially, morally, emotionally and physically
- An atmosphere of honesty, integrity, tolerance and respect for all its members.

Aims and Objectives

The School aims reflect our belief in the principles of individual development. This policy has been developed to reinforce how we take reasonable steps to:

- Recognise and respond to pupils' diverse needs, gifts and talents
- To ensure that all students with Special educational needs and disabilities are identified and supported by the school.
- Enable pupils to maximize their potential
- Actively set suitable learning challenges for pupils of all abilities
- Build opportunities for both support and extension into existing schemes of work
- Overcome potential barriers to learning through assessment for individuals and groups of pupils
- Identify the roles and responsibilities of the team providing support for individual and groups of children
- Maintain a positive ethos encouraging success
- provide intervention and support specifically tailored to the needs of individual pupils.

Educational Inclusion

We respect the fact that young people:

- Have different educational, physical and behavioral needs and aspirations
- Require a range of different strategies to access learning
- Require, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experience

Special Educational Needs

The 2015 Code of Practice states:
A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

SEND Code of Practice (2015): 0 to 25 Years – Introduction xiii and xiv

Learning difficulties may be summarised in the following categories:

- Cognitive and Learning Difficulties
- Social, emotional and mental health needs
- Communication and Interaction needs
- Sensory and Physical needs

Pupils are not regarded as having a learning difficulty simply because the language, or form of language, used at home is different to that used in school.

Roles and Responsibilities

There are two SENDCOs. One with responsibility for the Lower School, and one for the Upper School. The Head of Pre Prep is the SENCO for EYFS and KS1. Together, they:

- Are closely involved in the strategic development of the Learning Support Policy and provision
- Operate the day-to-day implementation of the Learning Support Policy
- Ensure all staff understand their responsibilities to children with SEND and the School's approach to identifying and meeting SEND
- Oversee the screening of pupils for Dyslexia
- Co-ordinate provision for pupils with learning difficulties and special educational needs
- Liaise with the relevant teacher/form tutor to set appropriate improvement targets
- Advise and support colleagues to implement personalised learning plans.
- Manage a range of resources, human and material, linked to the provision for pupils on the Learning Support register
- Liaise with parents and pupils, taking account of their insight
- Co-ordinate applications for exam Access Arrangements through JCQ
- Liaise with professionals and other external agencies

The form/house tutor:

- Monitors individual pupil progress, in liaison with subject teachers.
- Will usually make the initial identification of a pupil's learning needs and advise the Learning Support Co-Ordinator of concerns

Teachers:

- Support pupils by differentiating the curriculum, adapting teaching strategies and adjusting pastoral or disciplinary procedures to take account of individual strengths, weaknesses and learning styles.

- Reporting any on-going concerns to the form/house tutor and the Learning Support Co- Ordinator.

Admission of New Pupils

Chigwell School is an academically selective School and admission is conditional on candidates meeting the entry criteria according to the Admissions Policy. The School must be reasonably sure that throughout the pupil's time at Chigwell, it will be able to educate and develop the prospective pupil to the best of his/her potential and in line with the general standards achieved by the pupil's peers. These criteria are applied consistently to all pupils and prospective pupils. The School has a legal obligation to make 'reasonable adjustments' not to put any disabled pupil or potential pupil at a substantial disadvantage compared with other pupils who are not disadvantaged because of disability.

Chigwell School requires parents to inform the School of any disability, learning need or formal diagnosis of a prospective pupil in the relevant section of the application form. Sharing this information allows the School to gain a full understanding of a prospective pupil's needs and consider any reasonable adjustments or support which may be required to ensure those needs can be met effectively."

In assessing any pupil or prospective pupil, the School may take such advice and require such assessments e.g., Educational Psychologist's report, and recommendations as it regards as appropriate. With prior notification of disability, supported by the recommendation of an Educational Psychologist's report, the School may allow extra time in the entrance exam for prospective pupils with a formally diagnosed special educational need or disability.
Pupils requiring learning support may only be admitted to the School as long as the School has the necessary trained staff/ facilities to support these children.

Chigwell School is housed in a variety of buildings on the same site. The School is co-educational catering for children aged 4 - 18 years, and boarding facilities cater for a limited number of pupils. There is currently no specific provision for disabled pupils within the older buildings although handrails have been added to assist easier access. The most recently constructed buildings have disabled toilet facilities and ramped entrances to allow wheelchair access.

Screening

Any additional new pupils are screened using 'Lucid Rapid' in their first term at Chigwell School.

In the Pre Prep, all new pupils are screened using the NFER Reception Baseline Assessment and Development Matters. All pupils in Year 3 are screened for dyslexia using 'Lucid Rapid', administered during the Lent Term. All pupils in Year 7 are screened for dyslexia using 'Lucid Rapid', administered during the Lent term. Pupils joining in Year 9 are screened for dyslexia using 'Lucid Rapid', on a needs basis in coordination with the Head of Sixth form and pastoral team.

Pupils in Year 12 are screened for dyslexia using 'Ann Arbour', administered on a needs basis in coordination with the Head of Sixth form and pastoral team.

Record keeping

The School maintains a central SEND register on a secure database in addition to records necessary for Access Arrangements. The Head/Deputy Head of Learning Support will maintain the records and ensure access to them. The School will record the steps taken to meet students' individual needs and work collaboratively, as appropriate, with other professionals.

Identification of a Learning Difficulty

The Head of Learning Support works closely with the Director of Studies and the Director of Teaching and Learning to analysis a range of data to identify pupils' needs. The School believes early intervention is crucial to ensure pupils with *additional learning needs* achieve success. To help identify children who may require support and to assess their progress we refer initially to

the subject teacher's ongoing observations and assessments of an individual's performance in relation to their potential. These observations are further backed by evidence from:

- Parental information
- Pupil progress against objectives specified in the National Curriculum Programmes of Study for Mathematics and English
- Pupil performance against the attainment targets on the National Curriculum
- The outcomes of continuous common assessments
- Learning Support Department baseline assessments or screening
- MidYIS/ Alps and other baseline data
- The outcomes of more specific screening and assessment tests
- The outcomes of professional reports e.g. educational psychologist, speech and language therapist etc.

The Head of Learning Support maintains a list of students identified through the above procedures; this list is reviewed and updated Termly as required.

The Pre Prep has a clear approach to identifying and responding to pupils with SEND or disabilities and to promote equality of opportunity in the EYFS.

- Baseline assessments are undertaken for all new EYFS pupils within the first few weeks of starting Reception. A pupil's progress is monitored as part of daily practice and more formally every half term. Progress is regularly discussed with the EYFS team, the SENCO and parents.
- Within the final term of Reception, the EYFS profile is completed for each pupil. The profile provides parents and teachers with a well-rounded picture of the pupil's knowledge, understanding and abilities, their progress against expected levels, their readiness for Year 1 and identifies any additional needs for support.
- Where a child appears to be behind expected levels during the School year, the methodology outlined in the SEND Code 2015 for gathering information and seeking 'early help' is applied. The cycle of action: assess/plan/do/review is used to create a graduated response to needs.

- Parents are informed if their child is receiving SEND support and decisions to involve external specialists are always taken following discussion with parents.

Graduated Response

Once a need has been identified:

- The pupil's parents/careers are informed
- The class teachers will make reasonable adjustments to the curriculum; their teaching style or to the learning environment in order to support the pupil within their class
- Interventions will be reviewed and if deemed successful no further action will be taken
- If the evidence shows that further support is required this will be allocated according to need and availability
- Support may take the form of additional in class support; withdrawn 1:1 or group work; inclusion in existing support groups
- Interventions will continue to be monitored, reviewed and adjusted as required
- If deemed appropriate a decision to seek the services and support of an external professional

Review Process

Pupil progress and interventions are reviewed on a termly basis in collaboration with subject/form teachers. During this process, the Head/Deputy of Learning Support will assess the student's progress in relation to the objectives set and consider whether to cease, continue or amend the intervention.

Reviews with parents are scheduled at least annually and maybe in the form of a telephone call or email. They are attended by either the Learning Support Co-ordinator or Deputy Learning Support Co-ordinator. Progression towards targets and future actions are recorded and used to inform the new targets and update the internal database. All parties at the review meeting are given copies of any paperwork generated from the meeting. Pupils are involved in the review of their provision and their views are taken into account in discussions and decisions made regarding their support. We recognise that a *learning difficulty* may be temporary and subject to change. Through the review process we are able to decide whether support needs to be adapted or terminated.

Personalised Target Settings

A synopsis of need, targets and possible support strategies are updated regularly and available on the Learning Support section of the Pupil profile in iSAMS and on Gateway. Targets will be set in collaboration with subject/class teachers and using key recommendations within specialist supports.

Educational Health Care Plans

An EHC plan states that the LEA has a statutory duty to monitor and review provision for the pupil annually. The School conducts an annual review of EHC plans in conjunction with the LEA advisors, staff, parents, teaching assistants and the pupil. The School will seek to make reasonable adjustments within the limits of the historic site in accordance with the SEND Code of Practice 2015. The Head of Learning Support will facilitate annual review meetings in line with EHCP statutory requirements.

Scholars and High Achievers

The provision for Scholars and High Achievers is overseen by the Head of Academic Excellence in Year 7 and above, and by the Heads of Prep School and Pre Prep.

Provision for support/extension

Support is subject to budgetary constraints and allocated according to priority of need. Parents may be expected to contribute towards the cost of assessment or support specific to the needs of their child e.g. word processing facilities. Whilst allowances are made and flexibility of approach or materials may be necessary; it is expected that all children will participate fully in school life.

Public Examinations

Reasonable steps are taken to provide Access Arrangements for those pupils with a professionally diagnosed need when it comes to public examinations. This may include extra time for some candidates, the facility to use a laptop or a scribe. These adjustments can only be made in strict accordance with the public examination board and JCQ regulations and are reviewed in line with yearly changes.

Physical Access

Chigwell School covers a wide area with many old buildings of more than one storey and without lifts. The School has designated subject areas and, therefore, pupils are required to move around the site, using steps or stairs to access classrooms. Pupils with impaired mobility may, therefore, be somewhat disadvantaged by these arrangements. However, each case is dealt with on an individual basis and if a prospective pupil would relish a Chigwell education, then we would do all we reasonably could to make adjustments. Please see the Disability Accessibility Plan.

The School also recognises that accessibility extends beyond physical access to buildings and includes consideration of the sensory environment, classroom layout, lighting, noise levels and the availability of appropriate spaces to support pupils' learning and wellbeing.

Those with English as an Additional Language (EAL)

Chigwell School recognises that some pupils for whom English is not a first language may require additional support in order to access the curriculum fully. However, pupils are not identified as requiring English as an Additional Language (EAL) provision on the basis of linguistic background alone. EAL support is identified where there is clear evidence that a pupil's level of English impacts their ability to access learning. EAL is not regarded as a Special Educational Need.

All applicants to Chigwell sit the entrance examinations. Where English is not a pupil's first language, successful completion of the entrance assessments without the need for linguistic adjustment is taken as evidence that the pupil is able to access the curriculum independently and does not require EAL provision. Boarding applicants who are applying from overseas sit an entrance exam in English and are interviewed by the Head of Sixth Form. Where a linguistic adjustment is required, or where language is assessed as likely to impede academic progress, further assessment is undertaken by the EAL Co-ordinator.

Where additional support is required and cannot be met through normal classroom teaching alone, it may be a condition of entry that a pupil receives additional coaching in English. This provision is co-ordinated by the EAL Co-ordinator and may incur an additional charge to parents.

All overseas joiners have support upon arrival from the EAL Co-ordinator. The progress of pupils receiving EAL support is monitored, and provision is reviewed regularly and adjusted or withdrawn as appropriate.

Partnership

Continual Professional Development in relation to SEND and SEND pupils is offered, taking into account the needs of the School and the needs of the individual's professional development.

The School endeavours to work closely with parents to provide the level of support needed to ensure their child's progress. Parents are invited to attend and contribute to the review process. Thereafter they are actively encouraged to support their child's learning by helping to implement the Individual Education Plan.

Should pupils transfer elsewhere, every reasonable effort is made to liaise with the receiving school. Wherever possible, records and individual programmes are discussed in advance to ensure continuity and the continuing well-being of the pupil.

Monitoring

The School considers the success of the Learning Support policy in relation to individual pupils and the progress made towards achieving the agreed targets. The effectiveness of reasonable adjustments, accessibility measures and SEND provision will be reviewed periodically to ensure that pupils with SEND and disabilities can access all aspects of school life as fully as possible.

Complaints

In the event of a parental complaint, concerning the level of provision made at the School, the procedures are clearly laid out in the Complaints Procedure which is available on request.

For and on behalf of the Governors

D.A.P. King