



Perrott Hill

Learning Support and Special Educational Needs Policy

The Head of Learning Support (Lucy Silk AMBDA and who holds a current Assessors Practicing Certificate) is responsible for managing the provision of additional support for those with specific learning difficulties or special educational needs at Perrott Hill. This is achieved in conjunction with the Senior Management Team and Cecilia McKenzie Head of EYFS.

This policy has been developed and adapted with the help of the Learning Support team, our Working Party including Sandra Bresland (Head of KS1) and Caroline Maggs (Head of Pre-Prep) and the academic staff. It can be found on the Perrott Hill website and the academic network and reflects the SEND Code of Practice, 0-25 guidance.

Review

Last Review Date: August 2016
Next review Date: September 1st 2017

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Learning Support & Special Educational Needs Policy

1. Overview

a. Introduction:

The strong tutoring system in the school, together with the caring family environment, ensures that every child's academic progress and well-being is fostered and monitored thus all children are encouraged to reach their full potential. Perrott Hill is an inclusive school which makes best endeavours to ensure that the curriculum, environment and facilities are accessible to all pupils, staff and visitors. This policy refers to the whole school including Prep, Pre-prep and the Early Years Foundation Stage.

b. Admission arrangements:

Perrott Hill is a non-selective school; entry is at the discretion of the Head following an interview with the parents and consideration of the prospective pupil's last school report. (See also Perrott Hill's Admissions Policy)

The School requires notification of any known disability or special educational need which may affect a child's ability to take advantage of the education provided at the School. Parents of a child who has any disability or special educational need should provide the School with full written details at registration, or subsequently before accepting the offer of a place. The School requires this information so that, in the case of any child with particular needs, we can assess those requirements and consult with the parents about the adjustments that can reasonably be made to cater adequately for the child's specific learning differences. Similarly, if special education needs or a disability become apparent after admission, the School will consult with parents about any adjustments which can reasonably be made to cater adequately for the child's needs. The School will do all that is reasonable to comply with its legal obligations of the Equality Act 2010 and the Children and Families Act 2014 and moral responsibilities in order to accommodate the requirements of applicants who have disabilities.

c. Aims:

The aim of this policy is to outline how we:

- Promote the inclusion of students who are experiencing difficulties in learning
- Comply with the legal obligations of the Equality Act 2010 and Children and Families Act 2014
- Provide an environment whereby all students make progress and strive to motivate and guide our students towards independent learning.

d. Objectives:

At Perrott Hill the teaching, learning, achievements, attitudes and well-being of every child matter. We endeavour:

- To ensure that reasonable adjustments are made so that all children can reach their full potential

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- To provide staff with up to date training on differentiation and how to provide a learning environment in which all pupils make progress
- To provide class and subject teachers with the latest results of learning need assessments and information so that they can provide appropriate differentiation for all pupils
- To recognise and plan for learning diversity to ensure that all children are provided with equality of opportunity
- To ensure that decisions are informed by the pupil and parent
- To track progress and to set ambitious but achievable targets for all our pupils
- To keep reviewing the provision available to all students
- To ensure that approaches used are based on current and sound evidence-based programmes

e. The academic life of the School

- Pupils who may benefit from learning support

It is recognised that the learning of many children causes concern at some stage. All staff are expected to identify when pupils may require additional attention and/or differentiation within their subject. This may be sufficient to meet the pupil's individual need. Should it be felt, however, that further support is required with a child falling behind his/her peer group further support may be offered.

- Pupils with specific learning differences

The most common specific learning difficulties will include: children with literacy difficulties (dyslexia), motor skills issues (dyspraxia or developmental coordination delay), problems with attention or concentration (attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD)), difficulty with numbers (dyscalculia) and specific complications with handwriting (dysgraphia). These learning difficulties are often co-occurring.

- Pupils with Special Education Needs (SEN)

The Special Educational Needs (SEN) Code of practice: for 0 to 25 years (2014) states that:

'a child or young person has SEN if they have a learning difficulty and or disability which calls for special educational provision to be made for them.'

Children have a learning difficulty if they:

- a. Have a significantly greater difficulty in learning than the majority of the children of the same age; or
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

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AN or Additional Need is not identified as a Special Educational Need but is a need nonetheless that is creating a barrier to learning.

- Pupils for whom English is an additional language (EAL)

Some children come to Perrott Hill with a language other than English as their mother tongue. These children are well catered for in the EAL department. See EAL policy for further information.

- Pupils who would benefit from counselling

From time to time life can prove perplexing for any child, be it due to family upheaval, divorce, bereavement or adapting to the challenges within the family dynamic. These children may benefit from a listening ear. We have a school listener and both a male and female independent listener who may be able to assist through difficult times.

- Pupils who require medical support

Liaison with our surgery may be required for children; some will have ongoing medical needs, others may have acute, short-term requirements.

2. Support offered across the school

Perrott Hill offers excellent teaching with high expectations for quality learning through a wide and varied curriculum. Our staff are trained to adapt and respond to the strengths and needs of all pupils. As such they:

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and emotional development of pupils and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including: those with special educational needs; those of high ability; those with English as an additional language; those with disabilities. Staff are able to use and evaluate distinctive teaching approaches to engage and support them. (Section 5 National Teaching Standards)
- 'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil

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achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' Code of Practice 2014

- a. In addition to differentiating the curriculum individual subject departments provide additional support.
Examples of this include: break time 'drop in' clubs when needed; catch up handwriting in tutorials and rest periods; revision preps; in class support with a Teacher Assistant in maths; 'Superspellers' spelling catch up for Pre-Prep.
- b. If a child is highlighted as experiencing difficulties with their learning and these continue beyond a differentiated curriculum, the teacher may raise their concerns in a Pre-Prep or full staff meeting. In addition informal discussions may take place with relevant staff including the School's surgery team. (See Graduated Response Appendix)
- c. It may be appropriate for a child to see our independent listener.

3. The Learning Support Department.

The Learning Support Department offers a wide range of support including:

- supporting colleagues as they deliver high quality teaching
- in-class Teacher Assistant support,
- small group,
- 1:2 and 1:1 support.

Covering difficulties within the areas of:

- Reading
- Spelling
- Language
- Handwriting
- Curriculum Support
- Study Skills
- Sensory and physical support

Children with such difficulties would range from having mild to moderate needs.

a. Parent Liaison

We believe that parents have a fundamental role to play in helping children to learn. We aim to have regular communication with parents through our open door policy and:

- Signing the child's targets in the contact book
- informal *ad hoc* meetings

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- email or phone
 - bi-annual informal meeting open to all parents with children on the LS list
 - through messages within the pupil's contact book
 - termly LS reports
- b. Pupil's Voice - The children are encouraged to take an active role in their learning. They help set their individual targets during the end of term review in preparation for the following term. They are encouraged to add their own specific target which they sign in conjunction with their tutor, LS teacher and parent or carer.
- c. Learning Support Staff

The Head of Learning Support (Special Educational Needs Coordinator - SENCo) is responsible for the day-to-day running of the department and implementation of the policy throughout the School. In addition we have four part-time members of the department who have specialist qualifications.

d. Extra lessons or group intervention

Should the School feel that a child would benefit from additional support, the class teacher/tutor, in conjunction with the Head of Learning Support, will meet with the parent. An appropriate Action Plan will be decided upon and relayed to the staff body. Extra lessons are charged at an additional cost depending on the intervention required. Full details of these charges can be obtained through the Marketing and Admissions manager.

e. Staff liaison

Weekly Pre-Prep and Prep staff meetings offer a valuable vehicle for disseminating information on a week-by-week basis. Information about progress, external agency assessments or relevant review meetings are recorded on the Learning Support and Monitoring Overview and discussed within the staff meetings. Both documents are distributed to staff at the beginning of each term during InSET. Summaries of reports are disseminated when appropriate.

f. Additional experts

Some children may also benefit from the expertise of specialists such as Speech and Language or Occupational Therapists. See below for further information.

4. Identification

- a. Pupils experiencing difficulties generally fall within a number of broad areas:
- d. Cognition and learning (general or specific learning difficulties)
- e. Social, mental and emotional health
- f. Communication and interaction (speech, language or social communication difficulties)
- g. Sensory and/or physical difficulties.

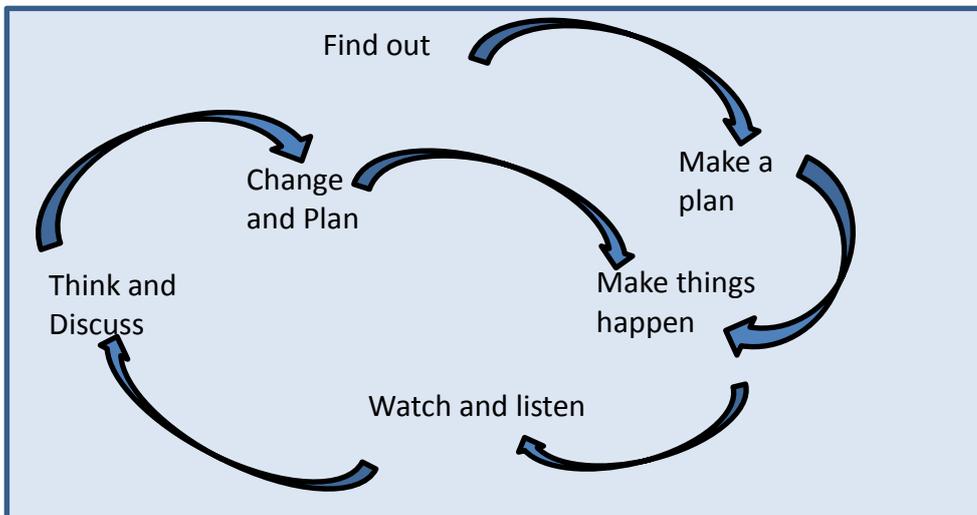
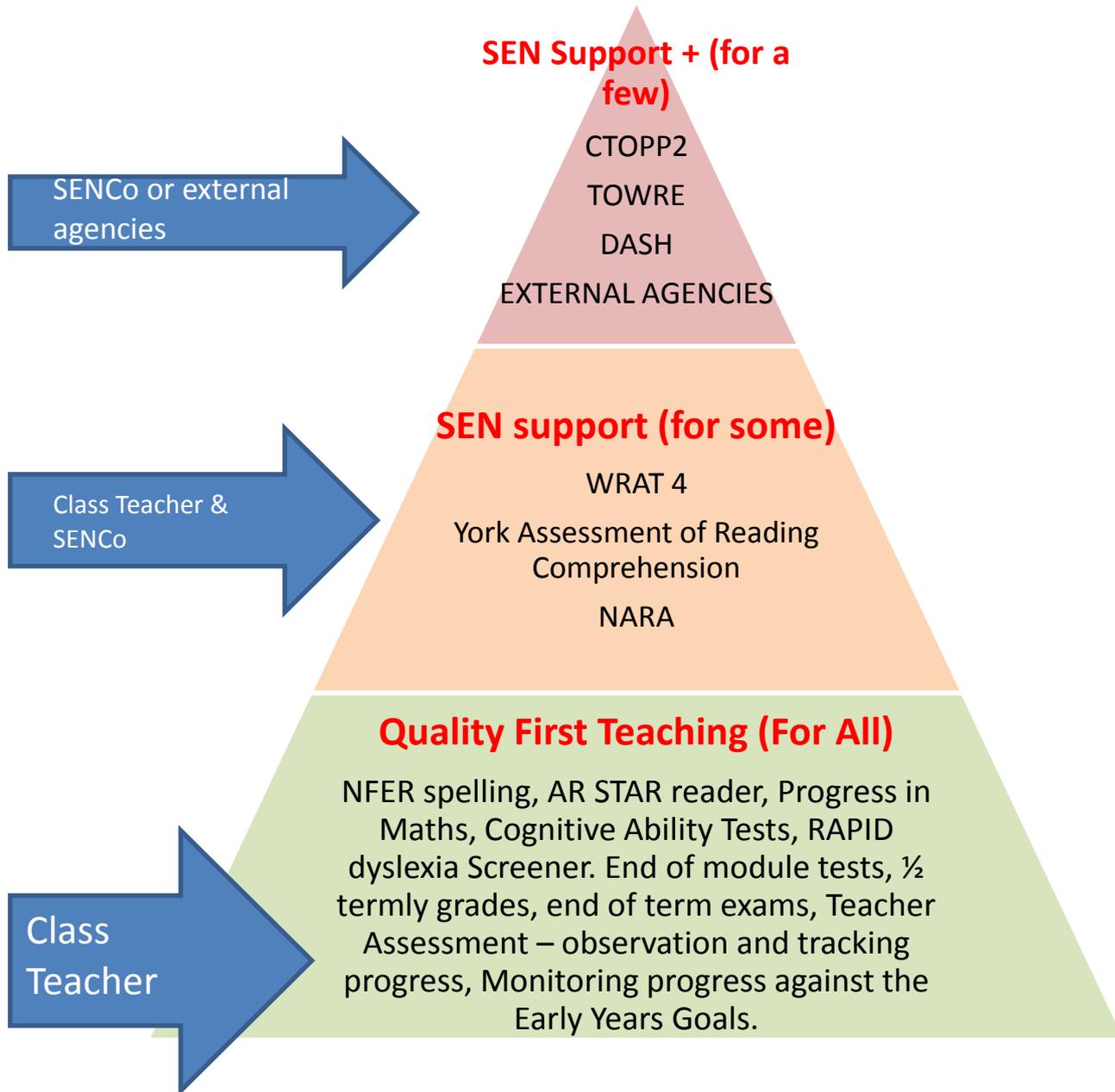
Some children have difficulties which fit within one of these areas of need, others may have overlaps within two or more areas and for others a more complex picture of a number of overlapping difficulties develops over time.

- b. A child's needs may be highlighted through:
 - 1. Teacher concern.
 - 2. Parental concern.
 - 3. Pupil concern.
 - 4. End of term reports or exams.
 - 5. Annual whole-school testing through a. annual standardised tests b. biannual School exams or c. RAPID dyslexia screening.
 - 6. At admission through documentation passed on from the parent or through our Taster and Tester days.
 - 7. Observation and further investigation from SENCo
 - 8. Assessments from external agencies such as Educational Psychologist.

See Graduated Response in Appendix 4 for full details of procedures.

Overleaf is a pictorial representation of our Graduated Response.

Identification and Assessment : A graduated response.



c. Exam Access Arrangements

At Perrott Hill we follow JCQ guidelines and liaise closely with the child's transfer school. Access arrangements for internal exams and Common Entrance are available for those meeting the requirements from Year 5 upwards.

5. Management and Review

a. Storing information

All sensitive documentation such as Assessment Reports are stored in a locked filing cabinet in Learning Support. Appropriate copies are also kept on the individual child's file in the locked cabinets in the School Office.

b. Complaints

Please see Perrott Hill's Complaints policy.

c. Management of SEN – for role of the SENCo (Head of Learning Support) see appendix

- Links with transfer schools

The Head of Learning Support will liaise closely with all the transfer schools. This will include discussions about Exam Access arrangements in the September term of the year 8 and then again in the summer term to transfer all documentation and assessment results.

Links are made through our Professional Development and Review (PD&R) system and through training opportunities.

- Links with External Agencies

See Appendix 5

- Training

As part of our PD&R all members of the Learning Support Department are observed by a member of SMT biannually and a member of the department at least annually. The close proximity of our teaching environment ensures that top quality specialist teaching happens all the time.

The Department holds joint membership with the Somerset Dyslexia Association and The Dyslexia Guild

The Department runs InSET every term (see examples of recent INSET Appendix 5) and additional training from external agencies for differentiation, social communication disorders or standardised testing for example occurs when appropriate.

- Medical support

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Please see Medical Policy, Safeguarding Policy and Child Protection flow chart.

- Reviewing the policy

This policy was written in June 2015 and will be reviewed annually.

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Appendix 1

This policy is informed by:

1. Part 3 Children and Families Act 2014
2. Equalities Act 2010: advice for schools DfE Feb 2013
3. Education Act 2011 Equalities Impact Assessment.
4. Special Educational Needs and Disability Code of Practice: 0-25 years 2014.
5. Statutory Guidance on Supporting pupils at school with medical conditions April 2014
6. All of our policies in particular Teaching and Learning, Assessment and Examination, Safeguarding, Accessibility in addition to our Mission Statement.
7. Technical Guidance for schools in England
8. Teachers' standards section 5 Sept 2015
9. Joint Council for Qualifications
10. IStip Independent schools teacher induction panel
11. Keeping Children Safe in Education (KCSIE)
12. ISI Integrated Handbook – Guidance.
13. He CAM DfES.

Appendix 2

Roles and Responsibilities

1. All subject teachers are responsible for providing a curriculum that is accessible for all of the children within their classes. They are expected to adapt their teaching or curriculum to meet each child's individual needs (differentiation). Continuous assessment of the progress each child is making is paramount. This is achieved through AfL (see Teaching and Learning Policy)
2. It is the Heads of Departments who are responsible for aiding the teachers to deliver the subject specific content in a differentiated manner where necessary.
3. It is the responsibility of the Deputy Head Academic to ensure that the curriculum is accessible for all and that the Learning Support and SEN policy is reviewed and up to date.
4. Learning Support Staff
 - The Head of Learning Support is responsible for managing Learning Support provision for the whole school, liaison with parents which includes frequent reviews, working closely with external professionals, overall direction of teaching programmes, professional guidance to colleagues and close association with the Academic Deputy Head, Head and governing body.
 - All of the Learning Support staff are either qualified teachers and/or have relevant experience. The Head of Learning Support has up to date training including a current Assessors' Practising Certificate and Exam Access Arrangement training.

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- The SENCo arranges InSET relating to specific areas of difficulty when appropriate.
- Induction for all staff includes a meeting with the SENCo.

5. The Head and Governors

- Are responsible for making sure the School has appropriate provision and has made necessary adaptations to meet the needs of all children. That staff are well informed and given opportunities for updating their skills.

Appendix 3

Our Graduated Response

Perrott Hill operates a graduated response to indications that a child is experiencing difficulties in learning. This ensures that all pupils who struggle to master essential skills are identified and offered an array of strategies as support. Some children may require support for the whole of their school career; others benefit and progress after extra help for a year or two.

- Easy entry into the school for children with known difficulties is facilitated by liaison with parents, previous school and external agencies, where appropriate.
- Early identification of needs is essential and close relations are maintained with the EYFS (Montessori) and Pre-Prep staff.
- Children causing concern are identified by class tutors or within weekly staff meetings.
- The class and subject teachers use differentiation strategies and target setting to meet individual needs.
- Medical and physical difficulties are supported by appropriate referrals.
- If concerns continue, the child's name may be put on the monitoring list and further evidence of difficulty is gathered and an appropriate programme of intervention is decided upon.
- Parents are involved through a meeting with LS staff and class tutor.
- Through consultation with all involved, children may then be placed on the LS list and regular individual or small group lessons will be arranged according to their need.
- Diagnostic assessment may be required, which can be administered by the SENCo.
- Outcomes of the assessment and recommendations will be discussed in detail with parents; this is vital as additional costs are involved (see Form of Acceptance, Outline of fees)
- Support may take the form of individual, paired, group lessons or in-class support as appropriate.
- Provision is continually monitored and can be increased or decreased according to need. As such pupils are often moved from the LS list to the monitoring list.

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- On occasions a child's difficulties may go beyond the remit of the specialist teachers within Learning Support, in these cases further advice may be recommended from external professionals.

When identifying children with significant needs we would use a traffic light system:

Red - for those with the highest level of need (usually experiencing difficulties in more than one area of learning.)

Amber - Those with moderate need (perhaps with one or maximum two areas of need)

Green - Those with lower levels of need (Bright, mild dyslexics or those needing a bit more confidence in a particular subject)

Appendix 4

External Agency information

We use a number of different external agencies.

1. The Integrated Therapy service is part of Somerset LEA
<mailto:IntegratedTherapies@sompar.nhs.uk>

In addition we use a number of private agencies:

2. Private Paediatrician
 - Email me directly at doctorjojones@healthcare4kids.co.uk
 - Contact Tudor Medical Group, Stratford Healthcare, Arden Street, Stratford upon Avon, CV37 6HJ on 01789 200935 or use <http://tudormedicalgroup.com>.
 - Contact Kris Ames at The Warwickshire Nuffield Hospital on 01926 427971.
 - See further details of my clinics at the Nuffield Chase Hospital, Leamington Spa
3. Private Psychologist

Karen Green – 35 Staplegrove Road, Taunton TA1 1DG, 07717615471, 01823 338968
Karen@kgps.net

4. Educational Psychologists

- Julia Jennings
sound-thinking.co.uk
Sound Thinking Limited Withybrook House, Hardington Moor, Yeovil BA22 9NP T: 01935 863567 Office 862329 07527655574
<http://sound-thinking.co.uk/>

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- About me - **Kathy Contaris** - Chartered Educational Psychologist

www.kathycontaris.co.uk

- Kathy Contaris: 01458 833178

5. Speech and Language therapists:

- Kate Tryhorn: 07725652031
- Becky Hill: 07966348880, 01460 74041 see sound-thinking.co.uk

6. Occupational Therapist

Julie Hughes, Independent Occupational Therapist B. Thy. Occ., B.A, MSc, PGCE, FHEA
07580812012 www.juliehughesprivateoccupationaltherapist.com

7. Behavioural Optometrists

1. The Young Clinic

<http://www.cyoungopticians.co.uk/>

Young Clinic 46 High Street **Shepton Mallet** Somerset BA4 5AS Tel: 01749 345259

2. **Keith Holland & Associates** - Cheltenham

www.keithholland.co.uk/ 27 St George's Rd, Cheltenham GL50 3DT

01242 233500 reception@keithholland.co.uk

Appendix 5

Examples of recent INSET offered to staff:

1. Sept 2013 – Changes afoot in the world of Learning Support. Delivered by Lucy Silk. Letters and Sounds training for all PrePrep and Learning Support staff)
2. January 2013 – Why should Perrott Hill have a movement programme for those in PrePrep? Delivered by Lucy Silk
3. Sept 2014 –
 - Differentiation – What it is and what it is not. Delivered by Fil Came.
 - Speech and Language for PrePrep delivered by Keri Murphy LEA SALT.
 - Helping those with social communication and language difficulties, delivered by Becky Hill.
4. Jan 2015 – NFER – Standardised data delivered by Bryan Kane.
5. Sept 2015 – Learning Support at Perrott Hill an introduction for new staff by Lucy Silk
6. Jan 2016 – The importance of vocabulary as a protector against severe dyslexia – classroom ideas (Wordaware), Becky Hill for Prep and Kate Tryhorn Pre-Prep

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