

Learning Support and SEND Policy (AG10)

This policy complies with the statutory requirement laid out in the SEND (special educational needs and disability) code of practice 0-25 years and has been written with reference to the following guidance and documents.

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND code of practice 0-25 Years (July 2014)
 - Safeguarding Policy (PG 9)
 - Accessibility Plan (HG 13)
 - Teachers Standards 2012
- Statutory guidance on Supporting pupils at school with medical conditions April 2014-07-14

This Policy has been created to ensure compliance with the department for Education's SEND reforms, which address measures outlined in the Children and Families Bill in spring 2014 and which have subsequently become the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs and disabilities will receive.

In context, West Hill Park School is an independent school with at least 270-300 children on roll, 30 teachers and 10 support staff, it also has an attached Nursery which has 5 key workers. Pupils may board from 7 years of age onwards. The school has a number of overseas pupils.

There is no formal entrance examination but academic traditions mean that the majority of pupils sit Common Entrance examinations at age 13 to gain entry to their future schools. Because of this, some pupils will need additional support who would not, in other settings, be identified as having a need for this. West Hill Park School values the abilities and achievements of all its pupils and we are committed to discovering and providing the best learning conditions for each pupil, promoting development in understanding and social maturity alongside their peers wherever possible.

All pupils have the right to an inclusive education; to experience a broad and balanced curriculum and have equal access to all the learning opportunities and activities provided by the school. At West Hill Park School

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we are committed to making this accessible to all of our pupils through differentiation and varied teaching styles, according to individual needs, enabling every child to achieve his or her full potential. We will involve parents and carers, the pupils themselves, in discussion about any difficulties, and plan appropriate action with them, whether for the short or long term.

West Hill Park School’s Special Educational Needs Co-ordinator (SENCo) is:

Mrs Rachel Crawley

Head of Learning Support

Email: r.crawley@westhillpark.com

The advocate for SEND on the Senior

Leadership team is:

Mr Nick Roddis MA, BA QTS

Deputy Headmaster

The SEND Governor is: Mr Mark Waldron

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KEY STATEMENT – VALUES AND PRINCIPLES

Our commitment to the school, pupils and parents.

Teaching pupils with SEN is not just about the hours of provision and support but is about raising the aspirations of and expectations for all children and young people focusing on their continuous improvement.

We offer support and expertise to the whole school, using our best endeavours to make the provision required to meet the special educational needs of our pupils, helping them to resolve difficulties. It is very important to provide positive solutions for pupils experiencing barriers to their learning. Every teacher is responsible and accountable for all pupils in their class wherever or whoever the pupils are working with.

We employ a range of strategies to achieve this including:

- Identification & assessment of individual needs.
- Communicating with the pupil and parents.
- Designing individual learning programmes.
- Advising and working with colleagues (academic & pastoral).
- Liaising with external, voluntary and support organisations.
- Liaising with future schools.

We are committed to equal opportunities and show due regard in our work, policy and procedures to SENDA 2001, the Equality Act 2010, Social Care Act 2012 and the Children & Families Act 2014.

Within the EYFS we provide an environment in which all children, including those with special educational needs (with or without an Education, Health and Care (EHC) Plan) are supported to reach their full potential.

DEFINITION of Special Educational Needs and Disability (SEND)

“A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her” whether they have or do not have an EHC Plan. (xiii, p15 SEND Code of Practice: 0-25: DfE 2014)

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There is a difference between a child with a disability and one with SEN and also between one with a difficulty which has an impact on progress and attainment and therefore needs learning support. A pupil at West Hill Park who requires learning support may or may not have SEN as defined in the Code of Practice.

At West Hill Park, pupils may need special education provision made for them because their disability or difficulty is preventing or hindering their progress in the setting of the school. Significant difficulties are relative. In a class working at CE level, speed of processing, memory etc. may appear weaker. For their wellbeing and self-esteem, learning support is therefore necessary.

Parents serving in HM Armed Forces can also access the Children’s Education Advisory Service (CEAS), an information, advice and support service established specifically for Service parents. It covers any issue relating to their children’s education, including SEN.

Children should not be regarded as having a learning difficulty solely because their language or form of language is different from the language in which they will be taught.

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ADMISSIONS ARRANGEMENTS AND INCLUSION OF PUPILS WITH SEND

At West Hill Park we make every effort to accept children of all abilities, providing that the child's needs can be adequately met by the skills of the staff, that the building, with any practical adaptations, would be a safe environment and that the education of other children at school would not be compromised. Under the Equality Act 2010, it is unlawful to discriminate against disabled pupils in the admissions selection process on the grounds of his/her disability. (See school Inclusion Policy (HG 16), Equal Opportunities Policy (HG 4), Accessibility Plan (HG 13), Disability Policy (HG 22), Equality and Diversity (HG 18). Where disability exists, special consideration and treatment and, if appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a pupil at the School. However, in some cases, the level of support and adjustment that could be provided by the school would not be of benefit to the child. In that case we would help them to find suitable provision elsewhere.

Children entering the school will normally spend a trial period in the classroom with their year group and will be assessed by the class teacher or subject teachers. (Please refer to EYFS admissions policy for further information.) In addition, an assessment interview including dyslexia screening, reading, spelling and numeracy tests will often be carried out by the SENCo. We advise parents of children with identified special needs or physical disabilities to bring relevant reports to the admission interview in order that we can discuss their child's requirements with the School before he or she is enrolled so that we can, where practical, make reasonable adjustments and provide adequate provision for him/her. If there is doubt from staff as to the suitability of the school for an individual, the parents will be informed at the end of the taster period. In these circumstances a place may be offered after a longer trial period.

Any child who, at the admission interview, appears to have a special need or difficulty, may be referred for further assessments so that the school is able to judge whether the child will be able to cope with the school's curriculum and guide staff to make a judgement regarding any reasonable adjustments and appropriate intervention. If a parent chooses not to disclose information at admission, West Hill Park may not be able to offer the level of support required for that child. Each pupil will be considered on a 'case by case' basis to ensure that the provision of the school is appropriate.

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Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (6.36, Special Educational Needs Code of Practice: 0-25, DfE 2014).

Within the school, all children must be given the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all children. For some children, different programmes of study may be appropriate to enable pupils to make appropriate progress.

Some children have disabilities and consequently need additional resources. The school is committed to providing, where physically possible, an environment that allows these children full access to all areas of learning.

AIMS AND OBJECTIVES

West Hill Park will endeavour:

- To identify & assess individual needs.
- To include pupils and parents at all stages of decision making
- To communicate and work with parents with regard to meeting individual children's needs.
- To design and provide individual learning programmes to meet those needs through a range of SEN strategies.
- To ensure our provision is inclusive to all children with special educational needs
- To provide support, advice and work with colleagues (academic & pastoral) and where necessary, provide practitioners to help support parents and children with SEN/LDD.
- To liaise with and work in partnership external agencies
- To apply a whole pupil, whole school policy to managing and meeting each child's individual needs following the guidelines of The Code of Practice for SEND: 0-25, DfE 2014, Common Assessment Framework. Equality Act 2010, Social Care Act 2012 and the Children & Families Act 2014
- We monitor and review our policy, practice and provision annually and, if necessary, make adjustments.

WORKING WITH PARENTS

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The support of parents is essential in enabling pupils with SEND to achieve their potential. Parents play an active role and are kept informed at all stages of intervention; their views and wishes are considered in all decisions made regarding support. The school recognises that parents hold key information, knowledge and experience to contribute to the shared view of the child's needs and the best way of supporting them. Parental involvement reinforces and contributes to a pupil's progress.

Parents can telephone the school, or email learning support staff whenever they wish: meetings can be held with relevant staff to discuss the child's progress. The school holds parents' meetings termly, and progress checks are sent home from the learning support centre each term together with updated Personalised Education Plans (PEPs). A record of meetings and phone conversations is kept in the child's records and on the school's computerised system. Parent consultations and discussions of PEPs are conducted at Parent Evenings or any other mutually convenient time. This is a productive way of ensuring that communications regarding a child's progress are kept open. Any developments can be highlighted and a concerted effort can be made by all parties to help the child.

THE LEARNING SUPPORT CENTRE

The Learning Support Centre is centrally placed in the school. Individual lessons, assessments and meetings take place there. It is a calm and nurturing environment where children are encouraged and feel motivated to make the progress they are capable of.

- We ensure that the provision for children with SEN/LDD is the responsibility of all members of the school.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use a graduated approach to identify, assess and respond to children's needs
- We work closely with parents of children with SEN/LDD to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN/LDD and their families, including transfer arrangements to other settings and schools.
- We review our practice to ensure every child with SEN gets the personalised support that they need.

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- We provide a broad, balanced, differentiated and personalised curriculum for all children with SEN/LDD
- We use a system of planning, implementing, monitoring, evaluating and reviewing Personalised Education Plans (PEPs) for children with SEN/LDD
- We ensure that children with SEN/LDD are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children through school-based interventions and, if considered appropriate after assessment, an EHC Plan.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/LDD.
- We ensure the effectiveness of our SEN/LDD provision by collecting information from a range of sources e.g. standardised tests, teacher information, pupil target reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed at least annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

LEARNING SUPPORT STAFF

Governor with responsibility for SEND: Mark Waldron

Head Teacher: Chris Ward

Head of Learning Support/SENCo: Rachel Crawley

Designated Safeguarding Officer: Nick Roddis

Named member of staff responsible for meeting the medical needs of pupils: Ben Alway

Responsibilities of the Head of Department:

- Principally, to oversee the day-to-day operation of the school's Learning Support and SEND policy to bring about improved standards of achievement for all pupils.
- To work with the Governors, Headmaster and Senior Leadership team renewing and refreshing policies and provision in line with changes in legislation and perceived best current practice.
- To co-ordinate provision for pupils with SEN/LDD

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- To liaise with parents of children with SEN/LDD
- To advise on the graduated approach to SEN support
- Help classroom teachers to identify, and make provision, through normal classroom differentiation and support, for children with SEN/LDD throughout the school.
- To plan and deliver individual learning programmes to pupils who require learning support.
- To be responsible for the learning support staff
- Plan and implement interventions following the advice of any outside agencies through Educational Psychologists, OT, CAF, or a Statement of special educational needs/EHC Plan where necessary.
- To contact and liaise with external agencies e.g. SCE /SALT /Specialist advisors/OT/Social services /GPs etc.
- To manage the Learning Support budget
- To liaise with key staff.
- To screen for Dyslexia, where appropriate, for any child staff have expressed concerns for in Literacy.
- To maintain SEN/LDD records so that they are up to date and readily accessible to staff.
- To provide information on all children with SEN/LDD to all members of staff who may be involved with them.
- To ensure that suitable exam and entrance exam assessment arrangements are made for children who cannot cope with normal procedures.
- To liaise with Director of Studies, future schools and parents in order to ensure that pupils' are appropriately placed when they move on.

Responsibilities of other members of the department:

- To keep Personalised Education Plans under review and evaluated regularly, update whenever targets have been reached and design an appropriate programme to support targets.
- To use the assessment tools in school so as to inform careful tracking of all pupils and to notice any children who may be falling behind. Providing follow up programme to support staff and inform parents.
- To help classroom teachers to plan and provide school-based interventions.
- To liaise with parents at all stages and involve them in decision making.
- To seek and respond to the views of the children themselves at all stages.

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ROLES AND RESPONSIBILITIES OF STAFF AND PUPILS

The classroom or subject teacher is responsible for working with the child on a daily basis with the support and guidance of the SENCo and specialist staff. Where the interventions involve group or one-to-one teaching away from the main classroom or subject teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The classroom or subject teacher will be clear about the outcome wanted from any additional support, be responsible for meeting special educational needs, using the SENCo strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement. They will have high aspirations for every pupil, setting clear progress targets for pupils and be clear about how the full range of resources are going to help reach them. At each stage, parents and children are involved in planning, reviewing and regularly updating them on progress

Learning Support Assistants are part of the whole school approach to learning support working in partnership with the classroom/subject teacher and the SENCo to deliver pupil progress and to help narrow gaps in performance. To be most effective, the support they give is focussed on the achievement of specific outcomes within the graduated approach to support high quality teaching overall. LSAs are part of a package of support for the individual child but are never a substitute for the teacher's involvement with that child.

INVOLVING PUPILS IN THEIR LEARNING

Pupils are encouraged to contribute positively to their own progress as they have a unique knowledge of their needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. Therefore they discuss their aspirations, concerns, results of exams and assessments with their learning support teacher. Where appropriate, when setting personal targets, pupils are consulted. They are also involved in working towards, achieving and reviewing them.

Identification and response to teaching a pupil who is causing concern

- Difficulty identified through whole school assessment systems, screening, parental concern etc.

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- Referral is made to Head of Learning Support and next steps are discussed with teachers and parents.
- Initially, differentiated, personalised high quality inclusive teaching in the classroom then

IDENTIFICATION AND ASSESSMENT OF PUPIL'S NEEDS

The Code of Practice for SEND: 0-25 DfE 2014 describes 4 broad categories of need: Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties and Sensory and/or physical needs. At West Hill Park we identify the needs of the pupil by considering the needs of the whole child, not just the SEN needs of the child or young person.

A child's special needs may become apparent through:

- Admission procedures;
- Teaching within the classroom;
- Routine screening;
- Screening procedures within school (regular summative assessments, annual assessments, CAT etc.)
- Through expression of parental or staff concerns (referral form);

Further specialist assessments undertaken by the SEND team.

The Learning Support department works with pupils who have a range of additional needs. There are a number of programmes and interventions, as well as assessment tools and diagnostics to allow the staff in learning support to identify and support children in various ways. Other times, when we are unable to identify the child's specific needs, we pursue the expertise of specialist practitioners such as Occupational therapists or Educational Psychologist's report is recommended, we liaise with parents in order to help them to find the correct specialist. After these assessments, the SENCo will meet with parents to decide what action should be taken in order for the child to make progress. An appropriate individualised programme is put into place and strategies are discussed with staff in order to ensure support is applied in the classroom appropriately.

In learning support, for more in-depth assessment, we sometimes use the tests provided by GL Assessments. These include, but are not limited to, dyslexia screener, group reading test, CAT4 tests and the Common Assessment Framework. These are carried out after initial concerns are raised, and check underlying ability, or identify and pinpoint where any pupils' difficulties may lie, e.g. reading speed,

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comprehension etc. in order to ascertain whether further, outside assessment is appropriate for a pupil. These can also be used to assist with a choice of future schools or to pinpoint why a pupil is not doing as well as might be expected in any given subject.

IMPLEMENTATION

Initially, the expectation is that teachers differentiate within the classroom, demonstrating high quality teaching and flexibility, using their range of experience.

If the child's rate of progress continues to cause concern, despite having appropriate learning experiences and differentiated learning opportunities, school-based interventions should be provided outside the classroom. In Years 2, 3 and 4 this may take the form of Literacy/Numeracy + sessions, Booster classes in Literacy or Numeracy or in-class support from LSAs. The SENCo and LSAs also provide some in-class support further up the school. Regular and frequent monitoring of the child's progress by the class teacher or subject teacher will show whether the provision is being effective.

If adequate progress is still not being made with these differentiated opportunities or alternative approaches to learning, information will be gathered from the school setting, parents will be invited, either by the child's tutor or SENCo, to discuss the possibility of further, specialist testing by the SENCo. If these results support the need for an assessment by an Educational Psychologist, this is advised. When a child has been advised or assessed by any external agency, parents may decide whether they wish their child to receive learning support lessons.

Where a child has a Statement of special educational needs or an EHC Plan, an Annual Review will be held. If a request for statutory assessment is made to an LEA, the SENCo will collate the relevant evidence and send it to the authority within the time-frame specified.

The SENCo carefully tracks the progress of children from EYFS to year 8, when concerns are raised the SENCo makes a note of the child, holds observations, looks at the children's work and meets with the teachers or keyworkers to see what they have already put into place. The next steps or PEP targets will be agreed with parents and put into action and any further information gathered is shared in our Learning Support Folder in Google Drive. All paper copies are scanned and added to the correct folder meaning that all relevant staff have access to all information at any time.

Access arrangements are updated shared in the Learning Support folder so that staff are aware of who will need extra provision when sitting any tests or exams. And key information about any child with particular

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needs is also kept within the Google Drive folder on an Individual Profile Page so that all staff know the best strategies to use when teaching them.

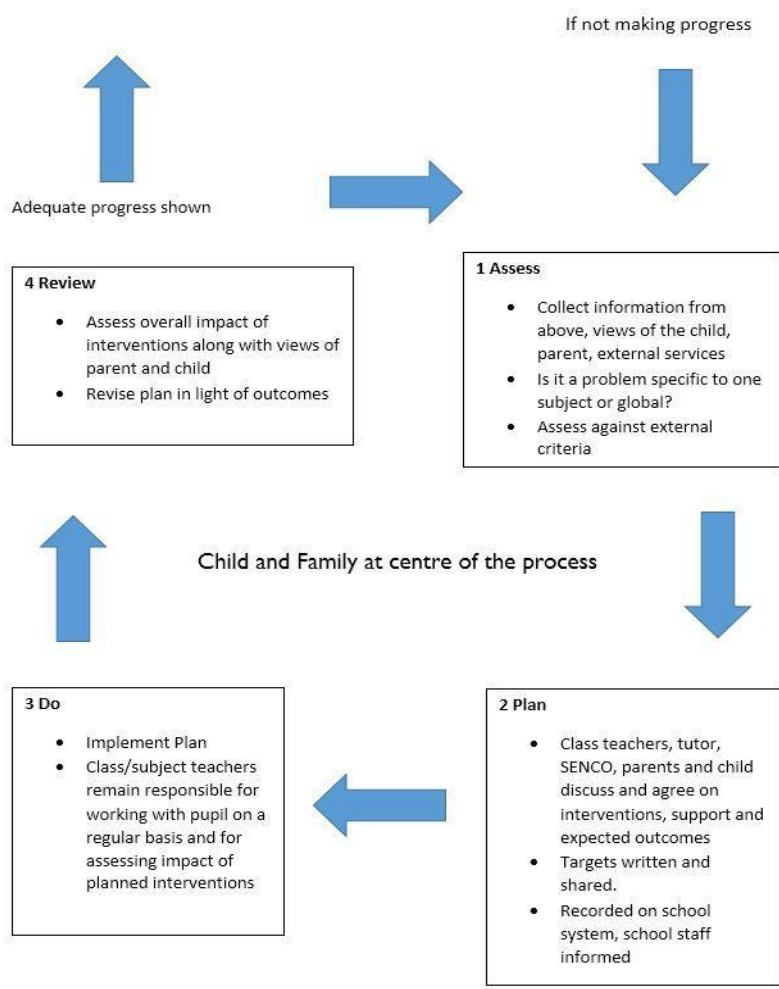
Every teacher is responsible and accountable for teaching every child within the school whatever their need/learning difficulty or disability. Teaching provision for these children is therefore a whole school responsibility involving the governing body, the school's Headmaster, the SENCo and all other members of staff who have important day-to-day responsibilities.

At the beginning of each term, the children who receive learning support are discussed and names shared so that staff can identify who receives learning support. The SEN Register is shared online and updated regularly with links to the relevant electronic copies of information and reports for each child. The children also have a copy of the PEP targets in their diaries so that they are able to access their own targets in any classroom.

In class

Staff are encouraged to work using the Assess, Plan, Do and review cycle. This cycle is prevalent at all times when working carefully to provide the right assessment for learning and when collecting an overall picture of the child's needs.

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Personalised Education Plans

The Personalised Education Plans (PEPs) are individualised targets based on careful assessment of the child's specific needs in whichever area they are not making progress in. Often, these targets are focussed on the child's learning and to plug gaps in learning particularly in English and Maths.

PEPs focus on up to 3 key individual targets and include:

- The short term targets set for or by the pupil;
- The teaching strategies to be used;
- The provision to be put in place:
- When the plan is to be reviewed;
- Outcomes.

Each PEP is kept under review at all times and may be adjusted accordingly. The SENCo meets with the teaching staff and discusses the child in detail and which targets would be appropriate. Subject/class teachers collaborate with the LS staff to set targets which are crafted to the individual. Each pupil is given the chance to evaluate his/her own learning and to set a personal target at this time. In addition to being kept in the pupil's diary and online, a copy is put into a year group folder to facilitate any staff who are working on the PEP targets for that year group. PEPs are then sent by email to parents and discussed over the phone or in person as appropriate.

Booster Groups

There is often a group of children with similar gaps or needs in school. These children are perfect candidates for a once or twice weekly booster group. The children are identified by the class teacher and then suggested for booster groups. Throughout the week, around the school timetable we have booster groups for whichever need is prevalent during each term; Fine and gross motor control and coordination/ handwriting/ phonics/ maths/ reading/ exam technique/ grammar and punctuation/ comprehension and spellings boosters are some of the groups that we currently provide. Booster groups are planned intervention programmes which should address the issue over about a term and then stop.

Timetabling

When support is needed in a withdrawal situation, the first priority is to ensure that all children maintain access to a broadly based, balanced curriculum and wherever possible do not miss core or favourite subjects. Withdrawal timetabling takes a pupil's individual needs into account in addition to the advice of

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staff members' and parental requests. Children may be withdrawn from assemblies and break times. As all LS staff apart from the Head of Learning Support work on a part-time basis, withdrawal has to be adjusted accordingly. Children are withdrawn either at a fixed time if they do not take a specific subject, or on a rotation basis whenever possible.

ALLOCATION OF RESOURCES

The most important resources for the provision for pupils with SEND are the staff.

All teachers and support staff undertake induction on taking up a post which includes a meeting with the SENCo to explain the system and structures in place and to discuss the needs of individual pupils.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff undertake training and development. Training needs of staff are identified and planned as part of the appraisal process. Training is funded through an annual budget arranged by Director of Studies, SENCo and Financial Controller.

In addition to the use of differentiated classroom strategies, different teaching materials and methods, specialised equipment is obtained for any pupil whose needs require above and beyond the provision already available in the classroom.

PROVISION AND FACILITIES FOR PUPILS WITH SEND

SPECIALIST PROVISION

If provision cannot be provided within the school, specialist practitioners including, but not limited to, Speech and Language therapists or Occupational therapists are able to work with pupils in the Learning Support Centre or in class. Their services are paid for by parents. A close working relationship has been developed so that any exercises etc. can be continued with school staff for maximum benefit to the child.

EVALUATING THE SUCCESS OF SEN/LDD PROVISION

Within the Learning Support Department, PEP targets are regularly checked using diagnostic tools or activities to ensure that the targets are still appropriate or need updating. Records of these assessments

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are kept securely in the pupil's file in the LS Centre. These are archived and kept as required by the GDPR 2016 regulations. Consultation with relevant teaching staff ensures that results of class/subject assessments are also shared with the Head of Learning Support. Results of school assessments etc. are shared and strategies are discussed, planned and reviewed with relevant teaching staff to ensure continual improvement.

Each pupil is given the chance to evaluate his/her own learning and to set a personal target at this time. Parents are also given the chance to discuss the targets at this stage.

As well as the measurable progress that pupils make, we are also aware of the immeasurable importance of the improved self-esteem, wellbeing, friendships, reduction in anxiety and willingness to 'have a go' which so often accompanies that improvement. A pupil who is comfortable with him/herself will achieve.

ELSA SUPPORT

There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning, and some will require greater support to increase their emotional literacy than others. ELSA is an initiative developed and supported by Educational Psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed.

We are lucky enough to have two qualified Emotional Literacy Support Assistants in school. They have been trained by Educational Psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. The majority of ELSA work is delivered on an individual basis, but sometimes small group work is more appropriate, especially in the areas of social and friendship skills. Sessions are fun, we use a range of activities such as: games, role-play with puppets or arts and craft. ELSA sessions take place in our very own 'ELSA room' which provides a calm, safe space for the child to feel supported and nurtured.

In ELSA we aim to provide support for a wide range of emotional needs. These include; recognising emotions, building self-esteem, social skills, friendship skills, anger management, and loss and bereavement.

Children are usually referred for ELSA support by their class teacher after a discussion with parents. With the programme aims in mind we then plan support sessions to facilitate the pupil in developing new skills and coping strategies that allow them to manage social and emotional demands more effectively. Each session lasts from 30 minutes once or twice a week. The sessions run for a period of 6-8 weeks before

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being reviewed. We aim to establish a warm, respectful relationship with a pupil and to provide a reflective space where they are able to share honestly their thoughts and feelings.

It needs to be appreciated that change cannot necessarily be achieved rapidly and is dependent upon the context and complexity of the presenting issues. For children with complex or long-term needs it is unrealistic to expect ELSA intervention to resolve all their difficulties. However, support will be designed to target specific aspects of a child's need. Training and development of ELSAs is an ongoing process and wisdom is required to recognise when issues are beyond the level of expertise that could reasonably be expected of an ELSA. This could mean a referral to CAMHS (Child and Adolescent Mental Health Services) through a GP referral, or Family Therapy may be recommended. We are also able to offer counselling sessions with a School Counsellor.

EXAM PROCEDURES

It is the school's policy that children should be enabled to show what they know rather than what they do not know in tests and exams. Access arrangements such as extra time, a reader or scribe can be allowed when an Educational Psychologist or Specialist Teacher has assessed the pupil and deemed it necessary in line with JCQ guidelines. Occasionally children with learning difficulties find the examination process very stressful. In these situations, children may, for example, sit their exams with a member of the SEN/LDD team.

In public examinations, official JCQ guidelines are followed as recommended by ISEB. Future schools are contacted to discuss Access Arrangements for Common Entrance. Where necessary, exam papers can be modified to facilitate reading. As above, extra time may be allowed, papers can be read to the pupils, or an amanuensis provided if their reports recommend this. Some pupils are allowed to use laptops, tablets or PCs. The use of highlighters is encouraged to pick out key information in a question or piece of written work.

LINKS WITH EXTERNAL SUPPORT, OTHER AGENCIES AND VOLUNTARY ORGANISATIONS

The school has established good working relationships with several Educational Psychologists and specialist advisors and maintains a list of Educational Psychologists to whom the parents may take their children for

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assessment. If necessary, Educational Psychologists may be requested to visit the school and offer help and advice in clarifying problems and devising problem solving strategies.

When the advice of any other specialist advisor (e.g. for a Hearing Impaired or Physically Disabled pupil, or a Speech & Language therapist) is required, this will be arranged.

In some cases outside professionals from health or social services may already be involved with a child. Where these professionals have not already been working with school staff, the SENCo may contact them after parental permission has been given.

Families of children within the EYFS may be put in touch with a range of EYFS practitioners/outside agencies, such as the Area InCo, speech therapist, paediatrician etc. Several of these professionals/outside agencies are available to families through the GP, Hampshire Children's links, SfYC and the local Children's Centre.

LINKS WITH OTHER SCHOOLS

The Learning Support Department has built and maintained links with many of the future schools that pupils who receive additional support may choose to attend in order to make their choices appropriate and their transition as smooth as possible.

LOCAL OFFER

At present, because it receives funding from the local authority, only the EYFS is required to add information to the Local Offer.

STORING AND MANAGING LEARNING SUPPORT PUPIL RECORDS (Responsibilities of LS staff)

We fully endorse and adhere to the GDPR 2016 regulations. All data and materials are confidential and are stored in a locked filing cabinet in the Learning Support Centre. A copy may be kept in the pupil's file which is kept in a locked filing cabinet in the Admissions Officer's office. Students do not have access to these

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cabinets. Assessment results are shared with parents and, with their permission, relevant members of school staff and forwarded to future schools if requested. All records are kept in a locked archive for the pupil's DOB + 25 years (30 if statemented/has EHC plan) and then securely destroyed. Most records are now electronic and are stored and shared online in a secure Google Drive folder. Relevant staff have access to this information and paper copies are locked away.

COMPLAINTS PROCEDURE

Should anyone have concerns or complaints about special needs provision, they can make a complaint, in writing, to the SENCo, the Headmaster or refer to the school complaints policy (PG 10).

Parents whose children have special educational needs can appeal to the First-Tier Tribunals Service (SEND) against decisions made by Local Education Authorities in England about their child's education.

Appeals against the panel's decisions go to the Upper Tribunal.

For guidance go to www.sendist.gov.uk/Parents/index.htm.

IN SERVICE TRAINING (CPD)

Within the EYFS, the named SENCo and EYFS BeCo must attend regular cluster meetings run by Hampshire SfYC. (One per term)

The SENCos attend National training days/conferences in order to keep up-to-date with relevant changes and developments.

There are also regular INSET days held at school on topics of general concern and interest. Aspects of SEN/LDD are regularly included in this general programme. The SENCo contributes to these sessions.

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