



HEYWOOD PREP
CORSHAM

Learning Enhancement Policy

Updated
February 2020

Introduction

Heywood Prep is committed to the equal treatment of all pupils including those with Special Educational Needs (SEN) and Disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- Using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- Not treating disabled pupils less favourably than their peers
- Making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- Ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities
- Ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the school has had regard to the following guidance and advice:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the early years foundation stage (April 2017)

This policy should read in conjunction with the School's Admissions, Safeguarding, Equal Opportunities, curriculum, EAL, Gifted, Able, Talented and Interested (GATI), Behaviour, EYFS policies and SENDA policies.

Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for adjusted, either integrated or enhanced educational provision to be made for them. In accordance with the Children and families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
- b) have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools and early years provisions.
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children will not be regarded as having a learning difficulty solely because the language, or form of language of their home, is different from the language in which they will be taught. The school's support for those children whose first language is not English is set out in the School's EAL policy.

Special educational needs may relate to one or more of the following areas of need:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and/or physical needs;

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Definition of disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled and not all disabled pupils have SEN. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Governor and staff responsibilities

Wishford Governance is responsible for overseeing school policy, its implementation and provision for pupils with SEN and disability.

The Head is responsible for overseeing all aspects of the School's SEND provision and keeping Wishford Governance fully informed of the implementation of the School's policy in practice.

The Head of Learning Enhancement is Mrs Annette Bidgood, who is a member of the senior leadership team.

Her responsibilities include:

- determining the strategic development of the SEN and Disability policy (Learning Enhancement Policy) and provision in the School, together with the Head and Wishford Governance
- having overall day-to-day responsibility for the operation of the Learning Enhancement policy
- coordinating specific provision for children with SEN and disabilities, including integrated and enhanced provision and/or Education Healthcare plans (EHCPs)
- ensuring all staff understand their responsibilities to children with SEND and the School's approach to identifying and meeting SEND
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices and methods are appropriate
- ensuring parental insights are considered by the School to support their child's SEN and disability

- liaising with external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEND up to date.

The school's Learning Enhancement Department consists of The Head of Department, Annette Bidgood, a Specialist Teacher, two Learning Support Tutors and 4 Teaching Assistants. Outside professionals and agencies such as Speech and Language Therapists are engaged as necessary.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

Aims and objectives of provision for pupils with SEND

In making provision for pupils with SEND, our aims and objectives are:

- to create a learning environment that meets the learning needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age;
- to ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities;
- to ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for children's special educational needs;
- to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- to enable all children, including those with SEND, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in deciding how their individual needs might best be met;
- to ensure that all necessary resources are made available to meet pupils' individual needs.

Educational Inclusion

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Please refer to our SENDA Policy for further information. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;

- planning to meet children's individual learning needs by recognising a range of learning styles, including the kinaesthetic approach to learning, and using a wide range of teaching and learning strategies;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly during trauma or anxiety, so that they are able to participate fully in the learning opportunities which the school offers.

Identifying and supporting pupils with SEN and disabilities

The SEN Code of Practice 2014 describes a 'graduated response', on the part of schools and Early Years Settings, through which the provision made by the school or setting intensifies over time if the child continues to struggle to make progress, despite increasing levels of support.

Most children who join our Reception class have already been in receipt of pre-school educational provision where any particular individual needs may already have been assessed by our EYFS SENDCo, Katie Cowan. All children are assessed through our normal processes when they enter our school; this is through a baseline assessment. From this, we can build upon their prior learning and any special provision already made for them.

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEND (and should not automatically lead to a pupil being recorded as having SEND). However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable

to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which is usually borne by the parents. Where parents wish to request a formal assessment from outside of school, the school is able to recommend professionals who have experience in diagnosing a range of specific learning differences. Parents must ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision, in place taking into account any advice from specialists.

Parents should always be consulted, be kept informed of any action taken to help their child, agree to it, and know when they will receive an update on the outcome of this action. This can be done through arranged meetings, reports, grade cards and Parents' Evenings. Parents will acknowledge their understanding of any enhanced provision put in place for their child by signing the pupil's Learning Plan and understand that the learning journey will differ to those of their peers according to the severity of their challenges.

When a child demonstrates behaviour that is consistently unacceptable, a Behavioural Support Plan is drawn up and agreed with the child and parents providing a structure and success criteria for acceptable behaviour and reward for success. If, however, the plan which demonstrates reasonable adjustment is unsuccessful over the time allocated, then the subsequent steps of the school's Behaviour Policy must be implemented.

Early identification of special educational needs and disability is vital. This is done by regular discussions with the Form Tutor and monitoring of assessments by the Head of Learning Enhancement and Director of Studies every term. In addition, Form Tutors complete and submit a referral form for a pupil of concern and if approved by the Head of Learning Enhancement, the pupil is placed on the SEND Wave 1 Intervention List. Strategies to address the pupil's needs are put in place and documented on planning and on the Wave 1 Intervention List. Wherever possible, we aim to meet children's learning needs through quality first teaching using differentiated planning, teaching and support, as part of our normal classroom practice.

Arrangements for special educational provision and support are made through the School's graduated approach to SEND support: assess - plan - do - review.

- **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to their need. This may involve the need for the child to be screened by our Educational Screening Assessment, initiated by the Head of Learning Enhancement. This service is chargeable to parents, and must be formally agreed to prior to screening. If not already done so, the School may, in consultation with parents, engage external agencies and professionals to help assess the children's needs and advice on any support needed. Any specialist advice received will usually be discussed with the child's parents.
- **Plan:** Where it is decided to provide SEND support, the Form Tutor and the Head of Learning Enhancement will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on the SEN Wave Intervention List or SEND Register (Wave 2 and 3 level.) Please refer to breakdown of Waves 1, 2 and 3 below. Support at Wave 2/3 level is chargeable to parents. Charges are available within the Fee Schedule at the school's website.
- **Do:** Form Tutors and/or Learning Support Tutors/Specialist Teacher will work closely with the Head of Learning Enhancement to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child. Please refer to how Waves 1, 2 and 3 are delivered below
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed termly for Wave 1 and bi-annually for Waves 2 and 3 to enable a pupil to achieve their targets. Form Tutors, working with the Head of Learning Enhancement, will review the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil as appropriate. (Please refer to review of Waves 1, 2 and 3 below)

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

The school offers three levels of support which are titled Wave 1, Wave 2 and Wave 3.

Wave 1 provides integrated provision, Wave 2 and Wave 3 provides different levels of enhanced provision and is at a cost to parents. Please refer to our fee schedule for costings.

Wherever possible, we do not withdraw children from the classroom but to maximise learning, we ask the children to work in small groups as part of our integrated provision. If our assessments indicate or confirm that a child has a significant longer term learning difficulty, we continue to use Wave 1 strategies to support them, but will also offer a more specialist individualised provision, designed to meet their specific needs. If children reach this stage then parents will be made fully aware of our concerns and are advised that a screening or full diagnostic assessment would be necessary. This is offered by the school at a cost. Details of charges are to be found in the School's Fee Schedule.

WAVE 1:

If a child experiences difficulty with a particular concept, then appropriate Individualised Learning sessions are sought and planned for, such as Sound Discovery phonics recovery programme, LEGO Therapy, Rapid Maths as part of the school's planned timetable. These sessions are led by Form Tutors and Teaching Assistants, with appropriate training. This is sometimes referred to as Wave 1 provision: high quality, inclusive and integrated teaching. These are children who show gaps in their knowledge, identified through both observation and assessment data but may only need one or two additional sessions of support. If it is found that, after review of integrated provision at Wave 1 level, a child has not made their expected progress, then parents are informed and further investigation through our Educational Screening Assessment into their learning may take place.

WAVE 2:

When a pupil or group of pupils need additional support to enable them to successfully gain lost ground in learning and catch up with age-related expectations, a tailored intervention will be provided, through the support of a Learning Support Tutor. This is referred to as Wave 2 provision, and pupils in receipt of such intervention will not necessarily be considered to have a specific learning difference at this stage, however, the pupil is placed on the SEND Register to recognise enhanced provision is in place. The Learning Enhancement Department will offer 1:1 learning support lessons that are additional to those provided as part of the school's usual working practices and a Learning Plan will be written to ensure SMART targets are specifically addressed. The 1:1 learning support lessons are chargeable. (Please refer to the Fee Schedule at the school's website for current charging.) The provisions are planned, overseen and assessed by the Head of Learning Enhancement following the Assess, Plan, and Review cycle. If it is found that a child has not made their expected progress at the bi-annual review, then parents are informed and further investigation into their learning may take place.

WAVE 3:

At this point, parents are advised to investigate further through an assessment by an Educational Psychologist or Paediatric Occupational Therapist. If a specific learning difference/s is/are identified the children will still be included on our SEND Register and may be offered support from our Specialist Teacher or remain with our Learning Support Tutor depending on the level of need. As with Wave 2 level, the 1:1 learning support lessons are chargeable. (Please refer to the Fee Schedule at the school's website for current charging.) This level of support is referred to Wave 3 (or Early Years Action if children are

in the Early Years Foundation Stage). The Head of Learning Enhancement will oversee the planning and provision for this pupil, and take the lead in further assessments of their needs.

The pace between Waves of support may be accelerated if the parents, and/or school feel that to do so would enhance the outcomes of the child.

Learning Plans:

Where the provision required differs significantly from our normal range of differentiated, inclusive strategies in the classroom, Individualised Learning Sessions, or where the pupil has specific specialist needs, any support the child requires will be recorded on a Learning Plan which is generated through discussions with external agencies, Form Tutors, Learning Enhancement team, the pupil and parents. Some pupils receiving additional input through Wave One will not need Wave Two or Three level of support, especially if normal classroom planning can easily encompass support for their individual needs. A Learning Plan will record the child's strengths, the nature of their specific learning needs and other barriers to their learning, strategies that will help them in the classroom, the planned special provision being made, the agreed targets set for the child, and the teaching strategies and additional support to be used. It will also indicate the date for the plan to be reviewed. In most cases, this review will take place bi-annually.

Provision for pupils with an Education Health Care Plan (EHCP):

The needs of the majority of pupils with SEND will be met effectively through the School's SEND support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

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 co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

EAL

In our school, teachers use various methods to help children who are learning English as an additional language develop their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- giving them appropriate opportunities for talking, and using talk to support writing;
- encouraging them to relate one language to another.

We record their attainment and progress according to agreed school procedures. If needed an intervention will be put in place to pre-teach vocabulary needed to help the child access lessons.

Gifted, Able, Talented and Interested:

Our Gifted, Able, Talented and Interested Policy supports the children who have been identified as working above the expected level in a particular areas of the curriculum. These children are initially identified and monitored on the Wave 1 GATI Intervention List and if high attainment in the identified subject areas is maintained, the pupil will be named on the GATI Register. Form Tutors are expected to differentiate for these children in the lessons through their quality first teaching and additional sessions in their identified subject are given to help them to develop their skills further. Please refer to the School's GATI Policy for further information.

Recording progress of pupils with SEND

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of a Learning Plan. This is drawn up in consultation with the pupil's Form Tutor, Learning Support Tutor and/or Specialist Teacher and the Head of Learning Enhancement, the pupil and their parents. The Learning Plan contains key information such as:

- Details of SpLD (if diagnosis available)
- Learning styles
- Exam/assessment requirements
- Pupil voice
- Long term target (outcome sought)
- Short term target
- Assessment criteria
- Teaching strategies
- Additional or different provision of support in place
- Involvement of any specialist or professionals
- Date the Learning Plan was drawn up and date for review.

The Learning Plan will be reviewed and updated bi-annually in February and September.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets. Where enhanced provision is in place at Wave 2 and 3 level, a Learning Support contract will be produced by the Head of Learning Enhancement and signed by the parents. Charges for learning support are billed in advance and subject to notice. Please refer to the school's published terms and conditions and fee schedule.

The Early Years Provision

The School monitors progress of all pupils in the Early Years Foundation Stage (EYFS). The designated teacher responsible for coordinating SEND provision in the EYFS provision is Katie Cowan. The EYFS SENDCo will meet regularly with the Head of Learning Enhancement and be the primary point of contact to discuss with parents of EYFS pupils any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

Allocation of resources

The Head of Learning Enhancement is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs. This includes the use of laptops and iPads within the classroom environment. Children who have been assessed and are diagnosed as experiencing difficulty with writing for a prolonged period of time will be encouraged to use laptops providing they access an agreed computer programme for touch-typing and can type at a fluency of approximately twenty words per minute. They are also encouraged to use 'voice to text' apps on the iPads to help support their working memory during longer pieces of independent writing.

Partnership with parents and carers

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents and carers. Parents and carers have much to contribute to our support for children with special educational needs and disabilities.

Through Learning Plan review meetings, or regular termly parents' meetings, we share the progress of pupils with SEND with their parents or carers. We discuss with parents/carers any outside specialist support, and seek to involve them in decision-making about the provision planned for their child. By signing the Learning Plan and learning support contract, parents are agreeing to SEND intervention at Wave 2 level and above. Parents will always be advised if their child is placed on the Wave 1 Intervention List and notes recorded on our school management system (3sys).

Pupil participation

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities. Children are involved in an appropriate way in agreeing targets in their Learning Plan review meetings. Children are encouraged to review their own progress against their targets and

contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.

Monitoring and Review

The Head of Learning Enhancement will monitor the progress or difficulties of children on the SEND register and work with their Form Tutor to maximise their provisions.

The Head of Learning Enhancement will provide staff and the Senior Leadership Team with summaries each term showing the impact of our policy on the effectiveness of our SEND provision.

Further aspects relating to SEND provision

Admissions

The School welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

The School will treat every application from a SEN and disabled pupil in a fair, open-minded way. However, the School will assess all pupils for admission on the basis of its standard selection criteria from time to time.

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with special educational needs and disabilities are advised to discuss their child's requirements with the School before the School considers the application for a place so that adequate provision can be made for them. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEN and disabilities (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools and assessment of the pupil at a taster day.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a pupil with additional needs or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances and the school will endeavour to help parents to find a suitable alternative setting/school for the child.

Three-year SENDA plan

This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, PSHEE and assemblies the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEND may be particularly vulnerable to being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Entitlements to additional time and/or support in external assessments

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Parents should speak with the Head of Learning Enhancement with regard to any application for additional support as soon as reasonably practicable.

The Head of Learning Enhancement will process applications for appropriate examination access in conjunction with the Director of Studies.

Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's teacher if their child's progress or behaviour gives cause for concern.

Review

The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEN and/or disabilities.