



Keble Prep Learning Support Policy

(For those with Additional and Special Educational Needs)

Aims and Guiding Principles:

- At Keble School the individual counts - therefore it is among the stated aims of the school to offer a broad, balanced and inclusive curriculum to all pupils, whatever their needs or abilities.
- We recognise that we must consider the needs of all children when planning our curriculum and we aim to provide a curriculum, which is accessible to the individual needs of our children.
- In this school a special educational need is defined in accordance with the 2014 SEN Code of Practice: 0 to 25 years
- All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's EHCP (Education and Health Care Plan)

This policy has been written with regard to the 2014 SEN Code of Practice 0 to 25 years, the Early Years Foundation Stage, the Equality Act 2010 and the Children and Families Act 2014.

It should be read in conjunction with the Curriculum, Assessment and Teaching and Learning Policies as together these three form a statement of the principles underpinning all the academic work of the school.

This document includes KS1-KS3 in the school and also covers the EYFS.

Objective of the Policy

The objective of the policy is to outline the procedures and processes required to meet the aims indicated above.

Definitions

1) **SEN** refers to a Special Educational Need.

A person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction
xiii and xiv

SEN can be categorised into:

- a) Cognition and learning
- b) Communication and Interaction Needs

- c) Sensory and /or Physical Needs
- d) Social, Emotional and Mental Health Difficulties

2) **SEND** is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school.

Definition of Disability

(Disability Discrimination Act, 1995, Section 1(1))

A person (P) has a disability if:-

- a) *P has a physical or mental impairment, and*
- b) *The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.*

Equality Act 2010 Chp.1 para 6

3) **AN** refers to Additional Needs. Not identified as a Special Educational Need but a need none the less that is creating a barrier to learning.

4) **ASEND** refers to Additional and Special Educational Needs

5) **IHP** refers to an Individual Healthcare Plan. This is written in cooperation with the family and relevant healthcare provider to ensure that the child's medical and healthcare needs are met in school. They are reviewed on a yearly basis unless new health data is received.

6) **EHCP** refers to an Educational Healthcare Plan and this roughly equates to what used to be called a 'Statement of Special Educational Needs". The local authority awards the EHCP and there is an extensive and demanding procedure to follow in order to gain such a plan (please see appendix 3 for more details on the pathway). If we have boys with an EHCP there are specific duties we have to follow in terms of their curriculum and providing information to the LA, both in the obtaining of the EHCP and for its annual reviews. The school will meet those obligations in full.

7) **PP** refers to Pupil Passports. These have replaced Individual Education Plans (IEPs) and outline a pupil's strengths, needs, targets and the reasonable adjustments needed on a daily basis. They only record what is *additional to or different from* the differentiated curriculum plan provided for all children. They are set and reviewed on a termly basis by the Learning Support teachers in liaison with the class/ subject teacher, home and the pupil.

8) **S&L** refers to Speech and Language

9) **OT** refers to Occupational Therapist

Objectives of Learning Support:

1. To identify and assess, at the earliest opportunity, barriers to learning and participation for pupils with ASEND
2. To ensure that all pupils have access to a broad and balanced curriculum and experience success in their learning
3. To enable all pupils to participate in lessons fully and effectively
4. To value and encourage the contribution of all pupils to the life of the school
5. To work in partnership with parents
6. To work closely with external support agencies, where appropriate, to support the need of individual pupils
7. To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to ASEN policy
8. To ensure that all staff have access to training and advice to support quality teaching and learning of pupils.

Roles and Responsibilities:

The Learning Support Department is made up of a team of people.

Head of Inclusion:

Mrs Stella Stringer B.Ed (Hons) OCR Diploma in SpLD, Advanced Certificate in Managing the Role of SENCo, Mental Health First Aider 2018, 0.5 part-time

Learning Support Teachers:

Mrs Morven Gelister, OCR Level 5 Dip. Teaching, 0.4 part-time

Mrs Katie Forkan, OCR Level 5 Dip, Teaching 0.2 part-time

Speech & Language Therapist:

Amanda Hyams, (Ruth Jacobs Speech & Language Team).

EAL Teacher:

Mrs Jo Owen, 0.1 part-time

Teaching Assistants:

Mrs Tina Delaney, full time supporting Years 1 and 2

Lewis Jordan, full-time supporting Years 3 and 4

Mrs Penny Pontin, Mental Health First Aider, 0.7 supporting Years 5-8

Tiger Team (Gross motor skill teaching group):

Alison Seldon, Carol Breach & Lewis Jordan

The Named Governor for Special Needs:

Mrs Ros Davie

The School has a comprehensive list of External Specialists for parents if requested.

1) The Role of the Head of Inclusion:

The Head of Inclusion, in collaboration with the Headmaster and Governing Body, is responsible for:

- The operation of the SEN policy and coordination of special needs provision by all the Learning Support team whether 1:1, small group or in-class support
- Carrying out observations and assessments of individual pupils
- Liaison with and advising teachers and TAs to support high quality teaching for pupils on the ASEND lists
- Coordinating the writing and reviewing of targets on the Pupil Passports for individual pupils
- Maintaining and regularly updating the Learning Support lists: SEND, AN, To Monitor and the Provision Map
- Keeping up to date with new developments in the provision of Learning Support and changes in legislation including liaison with other SENCos
- Disseminating information and providing training opportunities for all staff
- Liaison with parents of children with ASEND and recording meeting notes on Arbor for all staff
- Liaison with external agencies including Educational/Clinical Psychologists, S&L therapists, OTs, Enfield Local Authority, CAMHS in partnership with the Head of Pastoral Care and health professionals
- Identifying, purchasing and recording appropriate resources to meet the identified needs of individual children
- Ensuring that examination and assessment arrangements are made and updated following JCQ guidelines for pupils meeting the criteria

The Headteacher works closely with the Head of Inclusion and they keep the Governing Body fully informed on an annual basis.

2) The Role of the Teacher:

All class and subject teachers are teachers of SEN. It is the responsibility of each member of staff to make her/himself aware of the individual educational needs of all the pupils they teach.

- All learners will have access to high quality first teaching
- Some vulnerable learners will have access to carefully differentiated activities, set by the teacher and/or reasonable adjustments made
- Identify new pupils of concern and liaise with the Head of Inclusion
- Complete a Record of Concern with relevant information and data listing differentiation and strategies tried for new pupils not already identified by the school procedures
- Junior School and EYFS staff to review pupils causing concern on a termly basis with the Head of Inclusion. Senior School staff to review pupil at the Boys of Concern meetings, which take place on a termly basis.
- All staff to liaise with the relevant Learning Support staff on the setting and review of targets for a Pupil Passport. The Pupil Passports are

found on the school network and are distributed each term to the relevant staff.

- All staff to be familiar with the Learning Support Policy, the Keble System for Referral, the SEN, AN and Monitoring Lists. These are to be found on the school network and are distributed in September to keep in the yellow LS files
- Liaise with the parents of identified pupils in conjunction with a relevant member of the Learning Support team and record meeting notes Arbor
- All teaching staff to update the Head of Inclusion on changes to the Provision Map
- Staff to be aware that they can access information on a range of difficulties and supportive strategies on the school system, in the Learning Support Handbook and from books in the Learning Support room. All staff have been sent an electronic resource list in addition to the one in the staffroom.
- Staff to discuss SEN training needs with the Head of Inclusion at appraisal time and to feedback on courses either verbally or in writing to other relevant staff

3) **The Role of the Pupil:**

- Pupils with a Pupil Passport must be responsible for their own copy, which is kept in their class or form room. (EYFS staff will take responsibility for looking after the Pupil Passports of their pupils)
- Pupils should be involved in the discussion of writing and reviewing targets on their Pupil Passport generally with their Learning Support teacher
- Pupils will complete a LS evaluation sheet up to 2 x per year in order to have a voice in their support teaching and learning
- Pupils with a keyboard or laptop must be responsible for their equipment and for saving, printing and handing in work.

4) **The Role of the Parent:**

- It is the responsibility of the parent to inform the school of any specific needs their child may have on entering school or at any later stage in their school life
- The School strongly advises parents to share the results of assessments and reports in order that home and school can work together to support the child
- Pupil Passports are reviewed on a termly basis with all parties. It is the responsibility of parents to attend all relevant meetings whether to discuss a report, progress made or concerns raised.
- The Learning Support Department has a weekly home-school diary for parents to use to keep in touch. In addition, the Learning Support staff are available via email or by telephone.

Facilities for Pupils with Special Educational Needs:

The school is a building with many steps and stairs. The Harper building has a lift and the Learning Support teaching rooms are accessible on the top floor via this lift.

Reasonable adjustments can be made and/or in-class teaching support if needed in the main building and junior building

All members of the school community, including pupils, are invited to inform the school of any disability they have.

The school will have regard to the Equality Act 2010, the Children and Families Act 2014 and the Code of Practice 2014: 0-25 years in terms of admitting pupils with disabilities.

The Equality Policy, Accessibility Plan and Illness and Medicine Policy / Medical Conditions Policy should be read in conjunction with this plan.

Charging:

At present, the school allows for one year of individual Learning Support paid for by the school. After this time, the support will be paid for by the home at a subsidised rate.

Specialist external support within school such as that from S<s, OTs and play therapists is paid for by the parents, as is teaching assistant time additional to that provided by the school. All external assessments are paid for by the home as the School has no SEN money devolved to it from the Local Authority.

The school gives pupils from Year 5 an iPad and a keyboard for those with a specific or general learning difficulty who benefit from word processing longer pieces of written work.

Admissions Arrangements:

Keble is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual requirements of pupils with learning difficulties or needs. However, Keble is not a special needs school and may not be suitable for children with a high level of learning difficulty or those who need a significant level of support in order to access the curriculum. At Senior School level, the Common Entrance syllabus is both academic and demanding.

Children entering Keble School, other than in Reception, will normally spend a day or some time in the classroom with their year group and be assessed by the class or subject teachers. Should any child already have identified ASEN, the relevant reports should be brought to the admissions interview. These children will be discussed with the SENCo to ensure that their needs can be met in the school. Some part of this introductory day will be spent with the SENCo.

Parents of prospective entrants to Reception are asked to complete an information gathering form disclosing any known special needs or disabilities in order for the school to decide whether it can best meet those needs. The school pays full regard to the duties stated in the Equality Act 2010 with regard to children under 5 years with a disability, the provision of auxiliary aids, services and reasonable adjustments.

There is also a general registration form for all parents who later accept a place at the school.

Identification, Assessment and Review:

(See Keble System for Referral Appendix 1)

The school follows the SEND *Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

- 1) **Assess:** the class teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing Additional Needs or SEN support.
- 2) **Plan:** parents must be notified wherever it is decided that a pupil is to be provided with Additional Needs or SEN support.
- 3) **Do:** the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.
- 4) **Review:** the effectiveness of the support should be reviewed in line with the agreed date. Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers but also directly by the SENCO.

The school has a system whereby any member of staff can raise concerns/issues with the class teacher, SENCO or Headteacher about a child with a potential SEN or other barrier to learning. We involve parents/carers and the young person in question as soon as we feel a pupil may have a barrier to learning.

A child's needs may become apparent through a range of possibilities:

- admissions procedures
- teaching within the classroom
- EYFS profiles, family or medical history
- classroom assessments, school tests or GL tracking procedures
- progress meetings
- expression of parental concerns
- expression of concern by the child
- further specialist assessments undertaken by the Learning Support Department, (List of assessments in the Learning Support Department)
- information from external agencies

Once a child's rate of progress has been identified as inadequate, despite having appropriate learning experiences, a *Record of Concern* is raised and differentiated learning opportunities and strategies are put into place within the class following discussion with the Head of Inclusion. The child is placed on the To Monitor List. (See Record of Concern, Appendix 2)

Additional Needs:

If progress remains unsatisfactory, the child is then assessed by the Learning Support Department. This should be done within two terms of the *Record of Concern* being raised. At this point, if the child needs further support, he will move onto the *Additional Needs List*.

If the assessments mentioned above indicate a move to the AN List extra support is likely to be given. This may involve 1:1 withdrawal, small group support or in-class support by any of the Learning Support team depending on need. If 1:1 withdrawal support is given, a Pupil Passport will now be written in consultation with home. The Pupil Passport is reviewed each term with all parties: pupil, home and school

In the Early Years, the Pupil Passport or SEN Support Plan has an amended format to reflect the EYFS criteria.

If reasonable progress has been made at future reviews, the pupil will move back to the *To Monitor List* and continue to be monitored.

Pupils with EAL who do not have SEN, will not be placed on the SEN List but may be placed on the AN List. They will also be placed on the school's Provision Map and may receive 1-1 or small group intervention.

Four Categories of SEN- Broad Areas of Need:

1. *Communication and Interaction*, including:
SLCN or Speech, Language and Communication Needs
ASD
2. *Cognition and learning*: when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
MLD - Moderate Learning Difficulties
SLD - Severe Learning Difficulties
PMLD - Profound and Multiple Learning Difficulties
SpLD - Specific Learning Difficulties affecting one or more aspects of learning. (This includes dyslexia, dyspraxia and dyscalculia, which can now be included under a heading of Neurodiversity.)
3. *Social, Emotional and Mental Health Difficulties*. They include;
Wide range of difficulties that manifest themselves in many ways, eg, becoming isolated, withdrawn, displaying challenge, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
ADD
ADHD
Attachment Disorder
4. *Sensory and/or Physical Needs*, including:
Vision Impairment
Hearing Impairment
Multi-Sensory Impairment
Physical Impairment

Special Educational Needs:

If a child is formally identified as having SEN or SEND by an external agency or they now meet the given definition of SEN they are placed on the SEN List. Parents will be consulted at all stages of this process. If, despite following the recommendations of the external specialist, the child does not make progress and continues to achieve at a considerably lower level than is expected for their age, a decision may be made to request formal assessment for an EHCP (Education Health Care Plan). An application should only be made after two or more cycles of Assess, Plan, Do, Review covering at least two terms. The Head of Inclusion will coordinate the application for an EHCP with the Local

Authority and the full involvement of home. Although it is generally helpful to work as an open partnership during this process, the request for an EHCP can be initiated by the home or doctor,(See *EHCP pathway, Appendix 3*)

The Local Offer:

From September 2014 every Local Authority has been required to publish information about services in their area available for children and young people from birth to 25 who have special educational needs and/or disabilities, (SEND). This is known as the *Local Offer*.

The Local Offer for Enfield Local Authority can be found at:

www.enfield.gov.uk

The School can advise on Local Offers from other Local Authorities.

Review Meetings

Review meetings are held termly for pupils on the AN or SEN lists with all parties. This may be in person or via the telephone. The class teacher and /or TA may also be present. At this meeting the Pupil Passport targets will be reviewed.

For children with an EHC Plan there will also be an Annual Review to which all relevant parties will be invited. Review procedures fully comply with those recommended in Section 6.15 of the SEN Code of Practice.

To Monitor, AN and SEN Lists

All lists are updated regularly on a termly basis following review meetings, progress meetings and to take account of school test data.

Although the Learning Support Department can monitor progress with their standardised specialist assessments, we aim to monitor via school test data as far as possible.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Transition Arrangements

The Headteacher advises all parents as to the pupil's future school placement when this becomes appropriate. In the event of the pupil having SEN, advice is given to parents as to the amount of continuing support the pupil may need and reports are sent to the future school highlighting the pupil's needs. No documentation will be sent to the future school without the parents' permission. Great care is taken in choosing a future school that caters for the needs of the pupils.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith or capability in all aspects of the school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

A copy of this policy can be found on the school website.

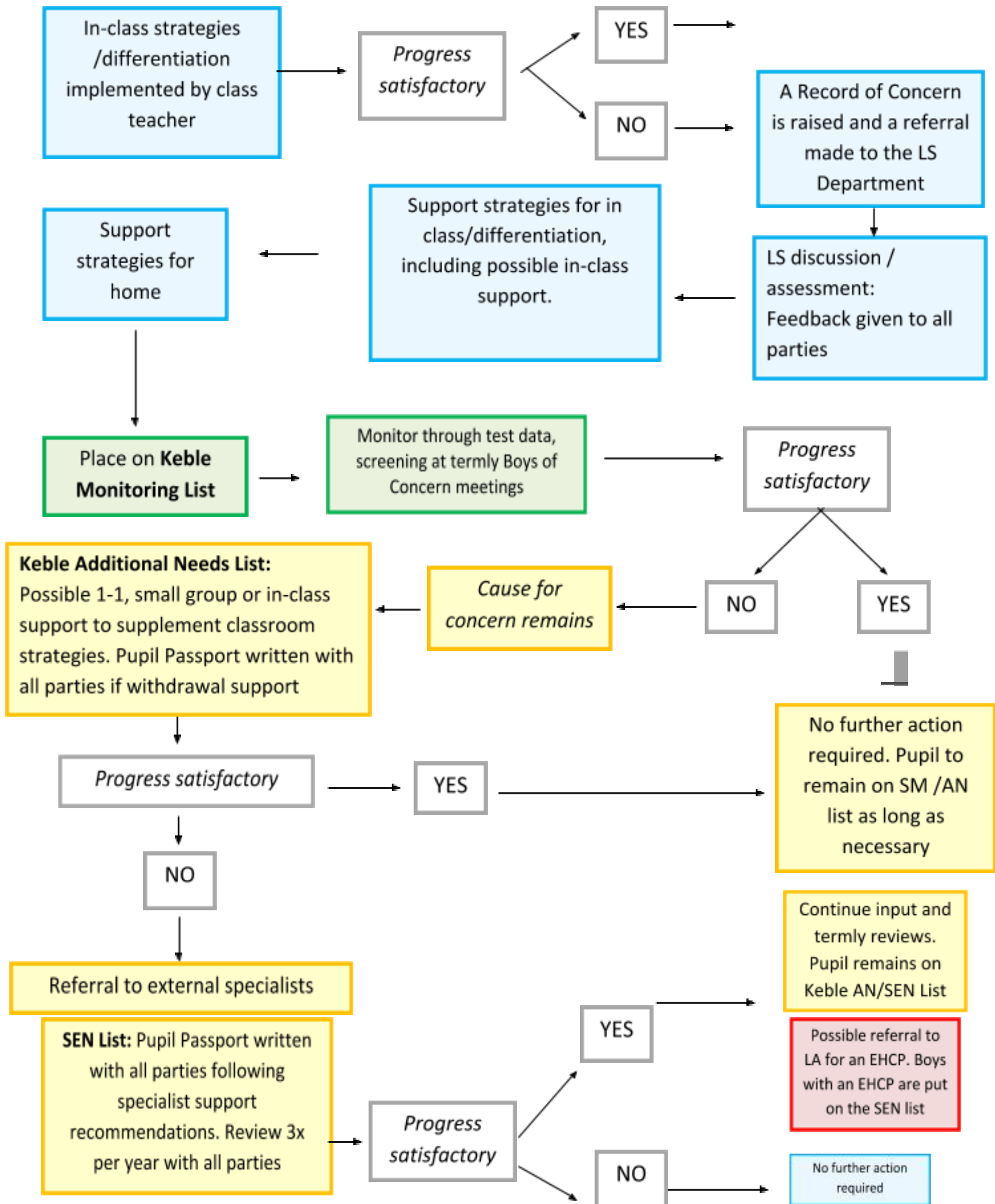
Monitoring & Review

The policy should be reviewed every 2 years or sooner in the event of revised legislation or guidance. The Headmaster and Head of Inclusion will monitor the effectiveness of the policy and ensure it keeps up with changes in regulation or practice.

Links to other Policies

As identified earlier, this policy has links to the Curriculum Policy, the Assessment Policy the Teaching and Learning Policy, The Admissions Policy, the Equal Opportunities Policy, the EAL Policy and Mental Health and Well-Being Policy.

Keble School System for Referral: a graduated response : Appendix 1



Learning Support Policy Appendix 2

Record of Concern form

Keble School

Initial Record of Concern

Date TODAY: / /

Name of Child:	
Class / Form:	
Date of Birth:	
Chronological Age:	
Class / Form / Subject Teacher:	

Areas of Concern (Tick)	YES	NO
Communication and Interaction		
Cognition and Learning		
Social, Emotional and Mental Health		
Social and / or Physical		

Outline of Concerns:
Outline of Approaches /Strategies/Differentiation tried:

The Education, Health & Care Plan (EHCP) Pathway:

The Pathway follows a child-centred approach whereby the child is the focus of the process, and their views and their wishes are taken into account at each stage.

1. Local Offer:

The Local Offer from the LA brings together information, advice and guidance for parents with or without an EHCP. In a private school, parents may decide to pay to access appropriate resources at this stage.

2. Educational Setting Support:

All concerns are discussed with the school. A Pupil Passport with targets set for the child and reasonable adjustments to be made by the school will be written and reviewed each term with all parties including the child. The recommendations from any external specialists will be included.

3. Referral for Statutory Assessment:

The majority of children have their needs met within the school setting as described in point 2. However, a few children may require an assessment to decide whether it is necessary to make provision over and above the usual school setting and support that the school is able to provide. The school or parent can make a referral after 2 or 3 terms of input via the Pupil Passport. In a private school, parents often pay to access a specialist assessment but it may be beneficial to follow the LA route if the needs of the child are complex and severe.

4. Documentation

Forms must be completed accurately. A referral for a Statutory Assessment does not necessarily result in an EHCP. A panel of professionals at the LA will consider the referral form and relevant reports and documentation and they will decide whether an assessment is necessary. Evidence will include:

- Academic attainment and rate of progress
- The nature and extent of SEND
- Evidence of action already taken by the school to meet the SEN
- Evidence of the child's physical, emotional and social development and health needs including evidence from other professionals

The LA must make a decision within 4 weeks of receiving the request. If declined, an appeal can be made to the Special Educational Needs and Disability Tribunal (SENDIST) If agreed, the LA authority will gather advice from all relevant parties. The overall timeframe for an EHCP is about 20 weeks.

1. Draft EHCP:

At this stage the parent/guardian will be sent a personal profile known as All About Me to complete. A multi-agency meeting known as MAM will be coordinated by the school for all relevant professionals, parents and the child if suitable. The purpose of the meeting is to discuss the needs of the child and focus on outcomes and provision which they may require. An EHCP must specify outcomes that will enable the child to progress and be prepared for adulthood. Personal budgets are one way of supporting this personalisation and parents may request a personal budget during a statutory review of an existing plan.

2. Agency Panel:

Once drafted, the EHCP will be considered by a Three-Agency Panel to agree or disagree with the provision.

3. Advisory Plan:

If the LA decides that a formal plan is not necessary and that outcomes can be met within the school setting an advisory plan will be issued and parents informed. There is the right to appeal.

However, if the LA decides that a formal plan is required a proposed EHCP will be sent to parents. You will have 15 days to respond.

1. Final Plan:

When agreed, the LA will issue the final EHCP. Where an educational setting is named in an EHCP, the school must admit the child. The EHCP will be reviewed on an annual basis.

The school will advise and support throughout this process as well as informing parents of the support networks and organisations available.