

Highgate Pre-Preparatory School

Learning Support and Special Educational Needs Policy

1 Terminology

Terminology	Meaning
Learning Support (LS)	Provision for any child which is <u>additional to or different from</u> that provided by the school's usual differentiated curriculum and strategies. This includes provision for pupils with learning difficulties and/or disabilities as well as pupils who have been identified as gifted and talented.
Pupils with special educational needs (SEN)	Pupils aged 5 to 16 who have statements
Pupils with learning difficulties and/or disabilities (LDD)	Pupils without statements who require interventions that are <u>additional to or different from</u> those provided by the school's usual differentiated curriculum and strategies
Gifted and Talented (G&T)	Gifted: a child who has a broad range of achievement at a level well above average, typically in the more academic subjects Talented: a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.
PPS LSC	Pre-Preparatory School Learning Support Coordinator
IEP	Individual Education Plan
DDA	Disability Discrimination Act
EYFS	Early Years Foundation Stage
KSI	Key Stage One

2 Introduction

Our vision across the Foundation is that our pupils should grow up to be independent learners who are able to explore their thinking within a curriculum which is relevant, engaging and scholarly. The School's schemes of work (based on the programmes of study in the National Curriculum and EYFS) are the starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Children may require learning support either throughout or at any time during their school career. Children at the Pre-Prep may require support with their learning for a number of reasons:

- Some children may have barriers to learning that mean they have special needs or require interventions that are additional to or different from those provided by the school's usual differentiated curriculum and strategies. Such

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children may require additional help or different help from that given to other children of the same age.

- The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not require learning support, but may still have rights under the DDA. We will assess each child as required, and make the appropriate provision, based on their identified needs.
- Children who are identified as being gifted or talented may need support to ensure they achieve their full potential. Provision will be made for these children within the normal class teaching, but if necessary we will provide enrichment or extension activities to promote their skills and talents still further.

3 Aims and Objectives

- To ensure that we recognise and support the needs of all pupils
- To enable children to develop to their full potential
- To identify the roles and responsibilities of staff in providing for pupils with SEN, pupils with learning difficulties and/or disabilities or pupils identified as being gifted and talented
- To enable children to have full access to the school curriculum
- To ensure we challenge and extend children through the work we set them
- To encourage children to become independent learners

4 Identification

Monitoring of individual children's progress throughout the EYFS and KSI is essential. Where a child appears not to be making progress either generally or in a specific aspect of learning, then it may be necessary to present different opportunities or use alternative approaches to learning. Ongoing difficulties may indicate the need for a level of help above that which is necessary for other children of a similar age. Monitoring of individual children will also identify those pupils who are consistently exceeding expectations in one or more areas of their learning. (See Assessment Policy for further details on monitoring.) Examples of triggers for the identification of G&T children or those with learning difficulties and/or disabilities are listed below:

Example triggers for the identification of Gifted Children in English (EYFS and KSI):

- Demonstrate relatively high levels of fluency and originality in their conversation
- Use research skills more effectively to synthesise information
- Enjoy reading and respond to a range of texts at a more advanced level
- Use a wider vocabulary and enjoy working with words
- See issues from a broader range of perspectives
- Use more advanced skills when engaged in discussion

Example triggers for the identification of Gifted Children in Maths (EYFS and KSI):

- Explore a broader range of strategies for solving a problem
- Are more curious when working with numbers and investigating problems
- See solutions more quickly, without needing to try all the options
- Look beyond the question in order to hypothesise and explain
- Work more flexibly, and establish their own strategies
- Enjoy manipulating numbers

Identification of Talented Children in the EYFS and KSI:

Talented children excel in one or more specific fields, typically those that call for performance skills, such as sport or music, but they do not necessarily perform at a high level across all areas of learning

Examples of triggers for the identification of children with learning difficulties and/or disabilities in the EYFS and KSI:

Despite receiving appropriate early education experiences the child:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- Continues working at levels significantly below those expected for children of a similar age in certain areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning

5 Learning Support Provision

It is to be expected that there will be a range of ability in each class. Teachers will address this by planning differentiated activities based on information gained through formative assessment (Assessment for Learning strategies) and summative assessment. When assessments (including observations) indicate that a child requires learning support to either access the curriculum (learning difficulties and/or disabilities) or achieve their potential (G&T) a graduated approach is used. This approach recognises that there is a continuum of needs and, where necessary, brings increasing specialist expertise to bear on the needs of individual children.

Learning Support Level I

A class teacher identifies that a child requires support which is additional to or different from that provided by the school's usual differentiated curriculum and strategies. The PPS LSC is informed and will liaise with the class teacher to plan support and strategies which can be implemented in class. These may include different teaching strategies, additional resources (e.g. word banks or counters for maths) or physical aids such as a foot rest, pencil grip or sloping board. For G&T children these may include extension activities. Parents will be informed that the

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child is requiring additional support/extension in class. The class teacher and PPS LSC will monitor the child's progress and the effectiveness of the strategies.

Learning Support Level 2

If, despite the interventions provided during Learning Support Level 1, the child fails to make adequate progress within a reasonable period of time (usually no more than one term), the provision will move to Learning Support Level 2. At Level 2 the PPS LSC will carry out a detailed assessment of the child and their needs. Depending on the age of the child and the nature of their needs this assessment may include observation in class, games and practical activities and standardised tests. Based on the outcome of the assessment the PPS LSC and class teacher will draw up an IEP for the child which will identify short term targets, teaching strategies and provision, when the plan is to be reviewed and success/exit criteria. The IEP will be discussed with parents and, depending on the age and level of understanding of the child, they will also be made aware of their targets and given the opportunity to have input. The IEP will be reviewed at least once a term by the PPS LSC, the class teacher and the child's parents and the outcome of the review will be recorded. The delivery of the intervention in the IEP is the responsibility of the class teacher. The child's name will be added to either the Learning Support or Gifted and Talented Register. The PPS LSC will continue to liaise with the class teacher to ensure appropriate differentiation during lessons, but in addition the child may begin to have additional teaching from the PPS LSC either individually or in a small group with other children.

Learning Support Level 3

Through ongoing assessment or as part of an IEP review meeting, the PPS LSC, class teacher and parents identify that it is necessary to obtain specialist help from external agencies. These agencies may include speech and language therapists, educational psychologists or occupational therapists. Parents will usually contact the specialist directly; however, depending on the nature of the input needed, some parents may prefer to ask for a referral from their GP. The PPS LSC and class teacher will liaise with the specialist to ensure provision in school is as effective as possible and the specialist may be involved in suggesting targets and strategies for the IEP. Where necessary, the child will have regular sessions with the specialist in addition to the support they receive in school. The IEP will continue to be reviewed at least once a term and the delivery of the intervention in the IEP will continue to be the responsibility of the class teacher.

6 The Role of the PPS LSC

- Manages the day-to-day operation of the Learning Support and Special Educational Needs Policy
- Coordinates the provision and oversees records for children with learning difficulties and/or disabilities, those with SEN and those identified as G&T
- Supports and advises colleagues
- Acts as the link with parents, external agencies and other support agencies
- Acts as the link with Junior School staff to ensure learning support information and pupil records are transferred when pupils leave the Pre-Prep
- Monitors and evaluates Learning Support provision and reports to the Principal

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- Manages resources to enable appropriate provision for children requiring Learning Support
- Contributes to the professional development of staff

7 Role of Class Teachers

- To monitor the progress of individuals and groups of children in accordance with the Assessment Policy.
- To inform the PPS LSC at the earliest possible opportunity if a child is failing to make adequate progress or is significantly exceeding expectations (see list of triggers p.2 - 3)
- To provide differentiated work for these children and liaise with the PPS LSC to ensure appropriate provision is made including IEPs where necessary
- To ensure the delivery of the intervention in the IEP
- To attend IEP review meeting and liaise with external agencies if necessary