



ADDITIONAL LEARNING SUPPORT POLICY

At Westfield we are committed to taking positive steps to assist all pupils to fulfil their potential. Our aim is to ensure that all members of staff are able to identify and help those children who have special educational needs including the gifted and those who may need additional learning support so that each child can access the whole curriculum. *This is in accordance with the Children's Act 1989, the Disability Discrimination Act 1995, the Education Act 1996, the Special Needs and Disability Act 2001, the 2010 Equality Act and the 2014 SEND Code of Practice.*

We aim to achieve a positive working partnership with parents, students, teachers and other specialists.

This policy should be read in conjunction with the policies for: 'Teaching and Learning', 'Curriculum', 'English as an Additional Language' and 'The More Able Pupils'.

The person responsible for co-ordinating day to day provision of education for pupils with SEND is Ms Emma Thompson.

MAIN OBJECTIVES:

- To identify the special needs of pupils and seek to meet these needs
- To identify and develop natural strengths
- To use a system of referral, assessment and record keeping, accessible to all members of staff
- To liaise with parents regularly
- To provide resources and appropriate programmes of work for individual girls
- To monitor progress and to review regularly education plans and resources

Roles and Responsibilities

In order to comply with statutory requirements and the recommendations of the Code of Practice and to help us to do the best we can for pupils with difficulties, it is important that those who come into contact with those pupils work together as a team, co-operating to develop a coherent programme of work and communicating assessment outcomes etc. This helps to ensure that all those who work with a particular pupil are properly informed of strengths and weaknesses and are, therefore, best equipped to offer appropriate support. The responsibilities of the different members of the team are set out below.

The Responsibilities of the Headmistress

To act as the "responsible person" and to deploy the staff as necessary

The Responsibilities of the ALS Teacher/Co-ordinator

- To operate and review regularly, in consultation with the Headmistress, the Additional Learning Support Policy
- To maintain and update the ALS record
- To oversee the management of provision for pupils on the ALS record
- To implement education plans and programmes of work
- To keep formal records of all pupils on the ALS record
- To organise resources / information so that they are accessible to staff
- To liaise with teachers and ALS Teaching Assistants to plan / devise / implement intervention strategies
- To participate in ongoing training in order to keep abreast of new developments and disseminate information
- To facilitate staff development by support and In Service Days
- To be available as a point of advice to both teachers and parents
- To ensure parents are informed about the provision their child is receiving and the impact of this
- With the agreement of the Headmistress, to liaise and negotiate with outside support agencies
- Where appropriate, in consultation with the Headmistress and class / form teachers, initiate meetings with parents

The Responsibilities of the Class Teacher

To assess and identify difficulties

To devise and or implement appropriate strategies

To differentiate teaching as necessary

To maintain accurate records

To liaise with the ALS department as needed

To update the Headmistress, the pupil's parents and the ALS teacher/coordinator on progress made

Allocation of Resources

The school has a negotiated timetable of support to enable pupils with difficulties to develop to their full potential. This support is provided by the ALS teachers, Learning Support Teaching Assistants and other members of staff.

The use of support time is constantly under review. The timetables of the ALS teachers are flexible, adapting in response to the changing needs of the pupils.

Additional Learning Support is well resourced to support girls with a variety of learning difficulties. Many resources are computer based and encourage self-motivation, independent learning and are non-judgemental. Girls who receive Additional Learning Support or who have poor fine motor control which affects their handwriting are offered the opportunity to learn to touch type.

Resources are carefully monitored and recorded by the Additional Learning Support teacher who endeavours to ensure they are constantly updated to take account of new developments.

Provision

The class teacher identifies children who are experiencing difficulties and adapts teaching accordingly, where concerns continue the class teacher liaises with the Additional Learning Support department for advice / further intervention. Action to be taken is considered by the Additional Learning Support and class teacher in liaison with parents and the Headmistress as appropriate. Diagnostic assessments may also be carried out by the ALS teacher or an outside agency (e.g. Dyslexia Action, Educational Psychologist). Copies of any assessments undertaken are shared with parents and retained on the pupil's ALS file. Relevant information from assessments is also circulated to form/subject/class teachers to enhance their knowledge of the pupil and to influence lesson content, delivery and assessment.

When it is felt that a pupil would benefit from Additional Learning Support the Additional Learning Support teacher will liaise with parents and discuss the various support mechanisms available e.g. Morning Skills, withdrawal sessions, lunch time clinics, ALS curriculum time, personalisation of curriculum, in class support, support from external agencies. Parents can also contact the ALS teacher directly if they have a concern or the ALS teacher is available at Parents' Meetings.

Records of progress are kept by class teachers who, with the Additional Learning Support teacher and Learning Support Teaching Assistants, continually monitor the children on the ALS record. The ALS department also keeps records of these pupils and the specific intervention they are receiving. These records are used to review and monitor support levels, focusing on: the child's progress, the effectiveness of the intervention alongside future action. Reviews involve the class teacher, Additional Learning Support teacher, Learning Support Teaching Assistant and, in some cases, parents and the Headmistress.

Pupils with additional needs are recorded on the ALS record, which is updated throughout the academic year. Wave one pupils benefit from Quality First Teaching and core teaching strategies appropriate to need. Pupils with higher level additional needs (wave 2) have a Pupil Profile, to inform more detailed curriculum provision for that pupil. Pupils with an EHCP (Wave 3) also have a Personal Provision Map which identifies how the holistic need of the pupil, as outlined in their EHCP, are being addressed. Staff are expected to meet

the needs of all pupils in their class through appropriate differentiation, aided by some in-class support and some withdrawal from lessons for specialist ALS.

Each year the staff review the school's policy for ALS provision, in order to ensure that it continues to work successfully for both staff and children and to meet changing needs.

Identification, assessment and recording

EYFS - In assessing the progress of children in the Early Years Foundation (EYFS) stage, namely Nursery and Kindergarten, the non-statutory Early Years Outcomes guidance is used to assess the extent to which each child is developing at expected levels for their age.

The Early Years Assessment Screen, provided by Newcastle LA, is also used to identify those children experiencing significant delays in areas of development. Should any child be regarded as not making progress, the ALS teacher and the EYFS Co-ordinator will, together with parents, plan steps for support as part of a graduated response. An Early Years SEN Support Plan will be established and reviewed at least termly. If insufficient progress is being made after the initial review, the ALS teacher/EYFS Co-ordinator can seek advice and support from other professionals via the Area SENCO for EYFS in Newcastle LA. A request can be made for Early Years Additional Needs Funding and/or support.

All children are screened in Transition to determine whether they are likely to have learning difficulties. Those children identified as 'at risk' will receive intensive one to one support from the Additional Learning Support teacher or teaching assistant, under the supervision of the ALS coordinator/teacher, and the parents will be informed.

Spelling and reading tests are conducted with all pupils from Transition to Lower Three, each year. Spelling tests only are conducted from Upper 3 to Upper 4. The results of these tests are analysed to identify those pupils who may require additional intervention.

Pupils, on entry to Senior House, are tested in: English, Mathematics and Verbal Reasoning to further highlight individual strengths and weaknesses.

In Y7, Y8 and Y9 pupil take the MidYIS Reading Assessment on-line with the University of Durham.

Public Examinations

When it is felt that a girl qualifies for and would benefit from access arrangements in public examinations parents can have their daughter assessed by the Additional Learning Support teacher who is qualified to carry out such assessments. Alternatively, they can have their daughter assessed by Dyslexia Action or an independent educational psychologist. Following assessment the Examination Officer, in liaison with the Learning Support teacher, makes the necessary applications to the examination boards. In addition to formal GCSE and A level examinations, access arrangements are provided in school examinations from Upper Three upwards.