



ADDITIONAL LEARNING SUPPORT POLICY

Overview:

This policy applies to the whole school including the Early Years Foundation Stage.

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 provide for those children who have special educational needs, including the gifted, so that each child can succeed. *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.*

This policy should be read in conjunction with the policies for: 'Learning and Teaching', '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 SENDCo.

Main Objectives:

- To identify and seek to meet the strengths and needs of pupils
- To develop pupil self-esteem and confidence
- To improve pupil accuracy and outcomes
- To foster positive working partnerships with parents, students, teachers and other specialists
- To maintain a system of referral, assessment and record keeping, accessible to all members of staff
- To monitor progress and regularly review provision and resources
- To provide advice and resources to staff

Roles and Responsibilities:

In order to best meet pupil needs, whilst also complying with statutory requirements and the recommendations of the Code of Practice, staff work collaboratively to develop a cohesive provision. This ensures that all those who work with identified pupils are well equipped and have the necessary skills, information and tools to meet individual needs. The responsibilities of the different members of the team are set out below.

The Responsibilities of the Headmaster

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

The Responsibilities of the SENDCo

- To operate and review regularly, in consultation with the Headmaster, the ALS Policy
- To identify and seek to meet the strengths and needs of pupils
- To maintain and update the ALS Record
- To co-ordinate provision for pupils on the ALS Record; monitoring progress and reviewing provision
- To effectively deploy ALS staff
- 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 Learning Support 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 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 Headmaster, to liaise and negotiate with outside support agencies
Where appropriate, in consultation with the Headmaster and class / form teachers, initiate meetings with parents

The Responsibilities of the Subject / Class Teacher

To deliver Quality First Teaching for all

To assess and identify pupil difficulties, liaising with the ALS department as needed

To be fully aware of the details relating to ALS Record pupils, with whom they interact (teaching or otherwise)

To be fully aware of, for the ALS Record pupils they teach, the information held in each pupil's electronic folder

To refer to and utilise ALS documentation, data and advice in order to understand and meet the needs of Pupils on the ALS Record

To appropriately adapt and personalise teaching for ALS Record pupils

To maintain accurate records and monitor progress

To maintain an up to date ALS teacher folder

To update the pupil's parents, HOF and the SENDCO on concerns and / or progress made

Identification, Assessment and Recording

The single biggest tool in overcoming barriers to learning is through effective adaptation and personalisation of teaching. In some instances, specialist ALS support or advice may be required in order to best meet a pupil's needs. If school staff are concerned about a pupil, they should discuss their concerns with the SENDCO and agree a planned approach. Parents can also contact the ALS department directly, at any time, if they have a concern. Records of this are held in the pupil's ALS file.

In assessing the progress of children in the Early Years Foundation (EYFS) stage, 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.

All pupils with identified additional needs and English as an Additional Language (EAL) are recorded on the ALS Record. The ALS Record holds a brief overview of each pupil's level and nature of difficulty, alongside how they are supported. This is regarded as 'live' information, held digitally on TEAMS, and updated throughout the academic year. Any significant updates are also emailed out to staff. Pupil ALS coding is simultaneously shown in SIMS.

Waves:

- Wave 1 - Indicates that the pupil will benefit from QFT within the classroom and core strategies, with teachers monitoring progress.
- Wave 2 - Indicates a pupil requires a greater level of support and personalisation of learning within the classroom. These pupils typically have a Pupil Profile which highlights the pupil's specific difficulties and tailored strategies.
- Wave 3 – Indicates a pupil requires significant differentiation and personalisation to access the curriculum. In addition to a Pupil Profile - Wave 3 pupils have an Education Health and Care Plan or parental funded support. In addition to a Pupil Profile, pupils with LA funding have a costed Provision Map which identifies how funding is used.

EAL:

- EAL pupils are classified as
 - A - New to English
 - B - Early Acquisition
 - C - Developing Competence
 - D – Competent
 - E - Fluent
- Pupils who are 'D' or 'E' are recorded for information only
- Pupils who are 'C' are recorded as W1

- Pupils who are 'A' or 'B' are recorded as W2 but do not have a Pupil Profile.
- Proficiency levels are reviewed annually

Any 'Waved' pupils may receive additional ALS support following curriculum personalisation.

Not all 'Waved' pupils would ordinarily be identified as having additional needs. Due to Westfield's size, and the depth of knowledge we have about pupils, we identify additional needs that would often go unnoticed. Only those pupils who are highlighted on the ALS record in yellow are counted for census purposes.

There is an additional 'information only' category, on the ALS Record, for pupils whose teachers should also be aware of, but their needs can be met firmly through quality first teaching.

Teachers should be fully aware of the details relating to ALS Record pupils with whom they interact and maintain an up to date ALS folder / teacher file. These are recorded and held as staff wish and include:

- Class list noting SEN / ALS pupils and summary of need
- Pupil Profiles
- An annotated Pupil Profile or a document which notes the specific strategies being used in lessons

The ALS department maintain pupil records, this information is used to review and monitor support levels, with a focus on: pupil progress, effectiveness of the intervention and future action needed. Where appropriate reviews include wider school staff, external agencies and parents. Pupil Profiles are updated, over the course of the year, upon receipt of any new information or advice.

Allocation of Resources /Provision

Alongside QFT, the school provides a negotiated timetable of additional support, enabling pupils to develop to their full potential. This support is charged in line with the 'ALS Charging Policy' (appendix 1) and provided by the SENDCo, Learning Support Assistants and other members of staff. The use of support time is constantly under review; timetables are flexible, adapting in response to the changing needs of the pupils.

Where it is felt that a pupil would benefit from enhanced levels of ALS support the SENDCo will liaise with parents and discuss the various support mechanisms available, including any associated costs. In liaison with parents, diagnostic assessments may be carried out by the SENDCo or an outside agency (e.g. Physiotherapists or Educational Psychologists). Details of any assessments undertaken by the SENDCo are shared with parents and retained on the pupil's ALS file. Where external assessments are reported to school this information is also noted. Relevant details are also circulated to staff members to enhance their knowledge of the pupil and to influence lesson content, delivery and assessment.

Each year the school's policy for ALS provision is reviewed in order to ensure that it continues to work successfully for the changing needs of both staff and pupils.

Use of Educational Psychology / Psychology services at Westfield

Our SENDCo is qualified to undertake a number of individual and group-based assessments covering ability, attainment and cognitive processing. This option and associated costs (appendix 1) are discussed with parents, prior to referral to Educational Psychology / Psychology services.

Parents are alerted to the difference in provision between 'in house' SENDCo conducted assessments versus external Educational Psychology / Psychology assessments. For example, for a formal diagnosis of dyslexia a Psychology / Specialist Teacher assessment is required.

Parents are also alerted to the need for a 6-month interval between the undertaking of the same assessments, before considering the route they wish to explore.

We do not recommend any Private Educational Psychologists / Psychologists over another, rather we advise parents to make contact to discuss their needs and associated costs, before deciding which they feel is a best match. Parents are also advised that whoever they pick, they should ensure they are currently HCPC registered, this can be done via the HCPC website - <http://www.hcpc-uk.co.uk/>.

Public Examinations

When it is felt that a pupil qualifies for, and would benefit from, access arrangements in public examinations a formal assessment or medical evidence is required in line with JCQ Guidance. The SENDCo communicates with parents advising them of the options available to gather such evidence / undertake assessment as needed.

Where non-medical evidence is required, for a charge (appendix 1), pupils may be able to be assessed by the SENDCo. Pupils can also be assessed externally by an independent psychologist or similar. In all instance JCQ guidance must be followed.

JCQ require access arrangements to be the pupil's normal way of working and therefore they will have been established from Upper 4 or earlier, this must include the classroom environment as well as examinations. A normal way of working can typically be defined as 50% of the curriculum. In the case of needs being identified after the start of Upper 4, that require a new access arrangement application, these will be processed in line with current JCQ guidance.

Following assessment or receipt of medical evidence, the Examinations Officer, in liaison with the SENDCo, makes the necessary application(s) to the examination boards.

Appendix 1 - ALS Charging Policy

CORE OFFER

- Quality First Teaching – High quality teaching within the classroom, adapted for individual pupils, is the first step in responding to girls' needs.
- Core assessments – standardised assessments of both spelling and reading at key points across both Junior House and Senior House
- Referral to ALS - Close liaison between Class Teachers and the SENDCo, ensure that the needs of all girls are met appropriately.
- Study Skills Drop In – LSAs run daily sessions 8.00am – 8.30am and at lunch times. Senior House pupils can call in and ask for curriculum support / advice as needed. Junior House pupils can access this provision by arrangement.
- Support Clinic – Sessions are offered in Senior House, by arrangement.
- Touch Typing– Touch typing sessions are offered on request and accommodated to meet girls' needs.
- Modified Curriculum – Timetables can be modified to meet the strengths and needs of individual girls. It is unusual for curriculum personalisation to take place in Junior House.

HIGHER LEVEL OFFER

- Significantly Personalised Curriculum – Timetables can be further personalised to meet the strengths and needs of individual girls. This can include a reduction in the number / timing of GCSEs / A Levels undertaken or a more significant personalisation of curriculum content in U3 to U4.
- Intervention Sessions - ALS staff work with identified girls in small groups or one to one. These sessions take place at times best matched to the needs of the pupil and their wider curriculum commitments.
- In Class Intervention – Learning Support Assistants work with identified girls during lesson time.
 - Costs are on a per lesson basis and reviewed annually £24 inc vat for 25/26
- Assessments – The SENDCO / ALS staff can administer assessments, where further information is needed in relation to a girl's specific strengths and weaknesses.
 - Cost for assessments including those for access arrangements is £204 inc vat for 25/26.
- Following parent/school liaison, additional individual provision or bespoke packages can be arranged.
 - Cost are variable dependent on provision required.
- Outside Agencies - Westfield School is always happy to work collaboratively with outside agencies both during assessment and through the implementation of strategies, in order to meet girls' wider needs. It is expected that where Westfield staff have contributed to an assessment a copy of any final report would be shared with the school.
 - Cost as agreed between parent and agency
- Education, Health and Care Plans (EHCP) – Where a parent wishes to make a new application to a Local Authority for a new EHC Plan, Westfield School can support these applications.
- Existing Education, Health and Care Plans (EHCP) – where Local Authorities agree to support pupils at Westfield School we can look to deliver support and intervention as identified within the plan.